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ABSTRACT

A proposal for Project Step-Up, an endeavor to facilitate upward economic mobility, was submitted, based on the results of a feasibility study. These results indicated that 10 employers of the San Diego Area were prepared to participate in a program to provide adult basic education skills to educationally disadvantaged employees. Participating companies provided classroom facilities on-site at the place of the student's employment. The hypothesis tested was that if the deficiencies in reading and mathematical skills were eliminated, the participants in the program would be able to acquire the necessary vocational skills for a better job through normal public school channels. It was found that employers were willing to grant entry level employees released time to attend classes. Teachers for the project underwent four pre-service training cycles in addition to continuous in-service training on a weekly basis. Teachers used a systems approach. First a diagnostic procedure was utilized to determine student needs and then a course of action was prescribed. Eventually, a Community Learning Center was established in Southeast San Diego. Project Step-Up is the first program funded by OEO that has been completely assimilated in the ongoing program of the contracting agency. Both student and community reaction to the project was positive. Both unemployed and underemployed adults have experienced educational and economic success as a result of the project. It is recommended that adult schools consider duplicating the efforts of any of the parts of Project Step-Up. (CK)

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# step-up
## a final report

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June 1972

# STEP-UP—A FINAL REPORT

A project to facilitate upward economic mobility

for underemployed and unemployed adults

by providing training in basic educational skills

Prepared
by

Richard Blankenburg, Ed.D.
Project Director

Funded by the Office of Economic Opportunity

Administered by the San Diego Community College District

June, 1972

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TABLE OF CONTENTS


| | | |
|---|---|---|
| Part I | Introduction | 1 |
| Part II | Industry Participation: Recruitment of Participating Employers and the Selection of Student Population | 7 |
| Part III | Step-Up Teacher Training: Pre-service/In-service | 11 |
| Part IV | The In-Plant Classes. | 15 |
| Part V | Step-Up Curriculum and Materials Development | 21 |
| Part VI | Phase II: A Southeast San Diego Community Learning Center | 27 |
| Part VII | Assimilating Project Step-Up into the San Diego Community College District's Adult Division | 33 |
| Part VIII | Summary, Conclusions, and Recommendations | 37 |

Appendices

| | | |
|---|---|---|
| A | Project Step-Up, National Advisory Council | A1 |
| B | Project Step-Up, Local Advisory Council | A3 |
| C | Project Step-Up Industry/Education Coordinator | A4 |
| D | Step-Up Teacher Training Performance Objectives for Cycle I | A5 |
| E | Pre-Service Training Program for Community Learning Center Personnel (Objectives, Content, and Schedule) | A8 |
| F | Examples of Student Diagnosis and Prescription | A13 |
| G | Step-Up Policy for Entry and Exit of In-Plant Students | A17 |
| H | Policy for Delineation of Duties between Teachers and the Industry Coordinator | A19 |
| I | Audio Visual Equipment Utilized in Classes | A20 |
| J | Project Step-Up In-Plant Enrollment and Attendance | A22 |
| K | Multi-Media Studio Production Equipment | A26 |
| L | Video Tapes Produced by Project Step-Up | A27 |
| M | Lesson Plan for Stevedores and Warehousemen | A33 |

| | | |
|---|---|---|
| N | Form: Request for Curriculum Materials | A35 |
| O | Teacher Survey: Rank Order of Software Teachers Found Most Useful | A36 |
| P | Teacher Survey: Rank Order of Hardware Teachers Found Most Useful | A38 |
| Q | Agreement between Step-Up and the Human Resources Development Agency Regarding Student Referral | A40 |
| R | Project Step-Up, Community Learning Center Attendance and Enrollment | A41 |
| S | Testimonial Letter | A42 |
| T | Project Step-Up Expenditures | A43 |
| U | Organizational Chart | A44 |
| V | Employee Roster | A45 |

## FOREWORD

It is with great pride that I write this final report about Project Step-Up. The report is dedicated to all those Step-Up Staff members who tried so hard to help other people.

It should be stated in the beginning that the great accomplishment of Project Step-Up is our satisfied clientele.

> Those people who can read now and could not before Step-Up came into their lives.
>
> Or those individuals who have passed a civil service exam and have been promoted by virtue of skills they derived from their Step-Up class.

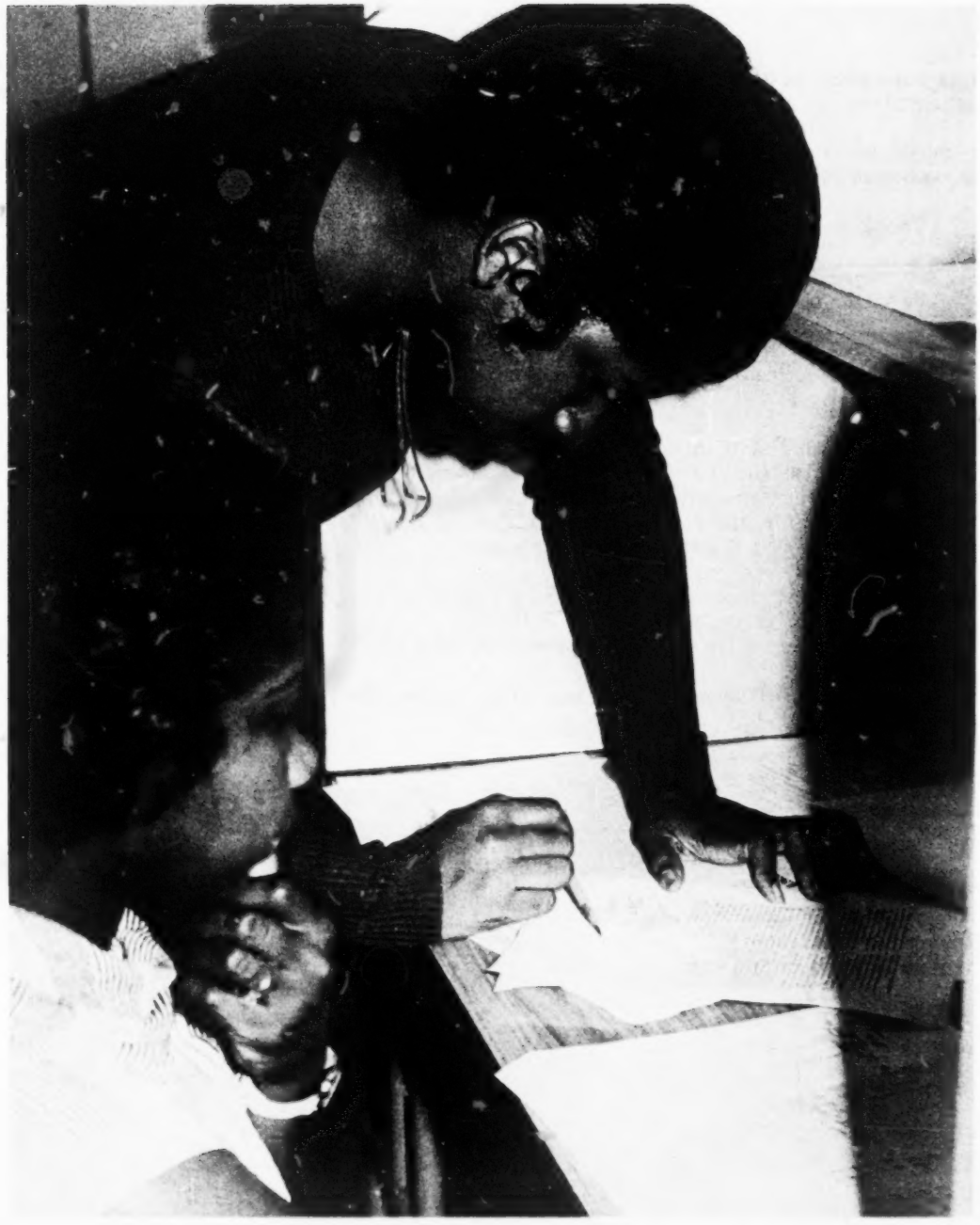
Unfortunately, the report is more about how Step-Up got into the lives of these people rather than reflecting the changes and accomplishments brought about in people who needed us.

All of the dedicated staff members of Step-Up are responsible for this success, of course. A special note should be made, however, of the dedication and competency of Diedre McRae, David Fountain, and Pamela Brennan. Certainly, Al Goycochea and Hill Sherman should be cited for their efforts. Anna Acitelli deserves the credit for developing an excellent English-as-a-Second-Language program.

And, like any other innovative device, Step-Up had its share of malfunctions. But thanks to the persistence of Charles Patrick of the San Diego Community Colleges and Miriam Charnow of Office of Economic Opportunity, Step-Up "got to where the action was."

I hope this report will be a source of encouragement to others.

Richard M. Blankenburg
Director of Project Step-Up



Programmed material is supplemented by individual attention.

PART I

## INTRODUCTION

Entry level employment is one facet of the American labor market that has not had adequate study. Often referred to as the "employed poor" or the "secondary labor market," this segment of the labor force is characterized by:

Low wages
Marginal productivity
Low educational level
Employment in jobs involving routine unskilled tasks, which attract (at the same time reinforce the life styles of) casual workers
Lack of job stability and security
Relatively unpleasant work
Considerable changing from one entry level position to another; and
Frequent periods of unemployment.[1]

The Office of Economic Opportunity became concerned with the educational deficiencies of these workers and the degree to which these educational deficiencies contribute to the workers' limited economic status.

While some economists, like Berg[2], have discovered that formal education is not as important for obtaining employment as it was originally thought to be, many workers in entry level positions lack the very fundamental reading and mathematical skills necessary for advancement into even relatively unskilled, but better, jobs. Functional literacy and/or a high school diploma appears to be a prerequisite for most kinds of employment that will provide stability and an adequate income level.

Project Step-Up was funded by the Office of Economic Opportunity to address itself to the problem of educational deficiencies among entry level workers in the San Diego area industry. The project was charged with demonstrating an innovative approach to teaching educationally disadvantaged adults employed in entry level positions. The Office of Economic Opportunity believed that if entry level workers were able to move up to better, more permanent jobs, the economic status of these workers would improve; they, in turn, would vacate entry level positions which would become available to individuals who were currently unemployed.

A preliminary report on the impact of Project Step-Up was reported by Acitelli in Adult Leadership[3]. Industry, community agencies, and educators have been very positive in their reference to the project. However, the real value and the true test of the effectiveness of the project has been in the approval expressed by students.

In dealing with educationally disadvantaged adults, it would be unrealistic to expect the students, as a group, to make great academic progress; after all, these are individuals who reached adulthood without acquiring those academic skills. Actually, the project has shown statistically, that students did make reasonable academic progress. However, it is

1 Bennett Harrison, "The Dual Economy and Public Service Employment," unpublished manuscript, July, 1971.

2 Ivan Berg, Education and Jobs; The Great Training Robbery, New York: Praeger Publishers, 1970.

3 Anna Acitelli, "A Profile of an Anti-Poverty Program," Adult Leadership, October, 1971, p. 143.

the individual student's case history which indicates the greatest success of Project Step-Up.

In one case a forty-five year old man learned to read and for the first time was able to read the entire daily newspaper--even if it took him until very late at night to finish. A discouraged high school drop-out, who had repeatedly failed in her efforts to obtain a high school diploma, completed her work and sought a career which required a college education. A young man who had repeatedly failed to pass a civil service exam attributes finally passing the exam to Project Step-Up. It is these individual success stories that were the most gratifying to Step-Up personnel.

As a result of the Step-Up success, the San Diego Community College District, Adult Division, has implemented similar programs of individualized instruction in several of the adult centers in the district, and has made plans to expand this kind of instruction to still other centers. The original Step-Up program has become a part of the Adult Division program. The second year of Step-Up became a transitional year and the San Diego Community College District assumed much of the financial responsibility for the program. Beginning with the July 1, 1972, fiscal year, the entire program will be assimilated into the SDCC District's Adult Division, and financed with local funds. It is one of the few federal programs that has been assimilated into the organization of the contracting agency as an on-going program.

## A STATEMENT OF THE PROBLEM

In anticipation of a proposal for Project Step-Up, the Office of Economic Opportunity funded the San Diego Community College District to study the feasibility of establishing a Step-Up type project in San Diego. The grant for the feasibility study was received on April 30, 1970.

The feasibility study indicated ten employers of the San Diego area were prepared to participate in a program to provide adult basic education skills to educationally disadvantaged employees. These employers were prepared to release their employees from work for two hours each week in order to allow the employees to attend classes. The employers would also provide a space for the classes to meet. The feasibility study concluded there was a potential of 42 participating employers and 5,000 potential students in the San Diego area. On the basis of the feasibility study, the San Diego Community College District submitted its proposal. The proposal was funded on July 1, 1970.

The Purpose of Project Step-Up. The stated purpose of Project Step-Up was:

1. To recruit educationally disadvantaged employees into an Adult Basic Education Program designed to aid in career development.

2. To eliminate the educational deficiencies of educationally disadvantaged employees which prevent the employee from getting a more desirable job.

3. To adapt and develop educational materials to relate specifically to Step-Up students' vocational requirements.

4. To raise each Step-Up student's self-concept by providing educational experiences in which he will succeed and by providing experiences which are relevant to him.

5. To provide life skills training to effect positive behavioral changes relating to the student's role as a consumer and wage earner.

6. To aid the student in planning a feasible and desirable career.

In order for Project Step-Up to accomplish these goals, it was necessary for the project to propose teaching methodology and curriculum which would (1) rovide motivation for the target population; (2) Retain the interest of the students; and (3) Be relevant to the student's career objectives. To this end, it was imperative that the Step-Up program reflect the general characteristics of the proposed population. (The general characteristics of employees in the secondary labor market were described previously on page 1.)

The Proje[illegible]p-Up Program. Since Project Step-Up was designed to reach individuals who were no[illegible]ttracted to existing adult schools, the project had to be more accessible to the target population than traditional programs. It was necessary for Project Step-Up to actively recruit eligible participants from among the employees of participating industries or agencies. The recruitment criteria established for Project Step-Up participants were (1) employees who had been or were involved in Manpower Development Training Programs; (2) employees who fell within OEO family income poverty guidelines; or, (3) employees who were considered educationally disadvantaged.

As an added incentive to the workers, employers were to release the participating employees from their jobs for two hours each week so that the employees could attend class. Employees, in turn, were to contribute two hours each week of their own time to attend classes. Thus, the students would normally attend class four hours each week.

The participating firms or agencies were to provide classroom facilities for the Step-Up Program. The Step-Up classes were to be conducted on-site at the place of the student's employment. These classes are here-after described as In-Plant classes. The cost to employers for releasing employees to attend classes and the cost of classroom space were to be considered non-federal contributions to Project Step-Up.

Project Step-Up's instruction was primarily to be programmed and individualized. Each In-Plant class was to be a mini-learning laboratory. In addition to programmed instruction, the teaching staff was to utilize life-skills problem-solving methods in small group instruction. All learning was to be job-related. The reason for utilizing this kind of methodology was to eliminate failure, make the instruction relevant, and facilitate teacher adjustment to the individual learning style of the student.

All teachers and para-professionals were to receive pre-service training in the teaching methodology described. An on-going in-service training program was proposed to effect necessary program changes and to provide additional training in areas where the instructional staff felt a need

It was anticipated that Project Step-Up would have to (1) adapt existing curriculum materials to students' specific needs, and (2) develop original curriculum materials for use in the program. Curriculum development was therefore to be an essential and integral part of the instructional staff's responsibility.

In the second year of Project Step-Up operation, a multi-cultural training center was to be established. The center would offer adult basic education, similar to that carried on in the In-Plant program. The training center would be located conveniently close to the target population, and reach both under-employed and unemployed individuals unable to attend In-Plant classes. In addition to providing job-related adult basic education for the target population, the Center would also serve as a laboratory, providing training and experience for para-professionals and prospective teachers.

Because of the nature of the Step-Up instruction, the program required teaching machines (common to contemporary learning laboratories) be available for all the In-Plant classes. Procurement of other audio-visual equipment was necessary for the Project to establish a media studio for the production of software for use in the program.

To assist in the development of the instructional program, Step-Up proposed to utilize occupational advisory committees made up of employers and employees in each occupational area. These committees would have no administrative responsibility but would recommend standards, review programs, and suggest potential instructors.[4]

The Project Step-Up Advisory Committee was to be organized to advise the project administration relative to implementation of the program. The Project Advisory Committee would be made up of members from four groups: (1) neighborhood organizations; (2) industry; (3) participating employee-students; and (4) representatives of area universities.[5]

The Scope and Limitations of Project Step-Up. Project Step-Up was funded as an educational agency to demonstrate the most appropriate means of providing educational services for educationally disadvantaged adults employed in entry level jobs. The results of these educational services was predicted to be an improvement of the employment status of the participating employee-student.

The program was to provide only academic skills, and was primarily limited to adult basic education, the hypothesis being that if the deficiencies in reading and mathematical skills were eliminated, the participants would then be able to acquire the necessary vocational skills for a better job through normal public school channels. Therefore, Step-Up was to provide job-related adult basic education, but not vocational training. The recruitment criteria limited the participating employees to those who met the recruitment criteria previously mentioned.

It was determined essential for participating employers to agree to release their employees from their jobs to attend classes; one aspect of Project Step-Up was to determine if employers would agree to provide released time for entry level employees.

Employers very often release management personnel from their duties to acquire further education. The question was whether or not the same corporations would provide this benefit for entry level workers. It was discovered that several other factors enter into the employer's decision: (1) Some companies were too small to provide employee release time; (2) Individual labor unions objected to discriminatory released time in some employment situations; and (3) The margin of profit in some companies was so small that the companies could not afford the release time factor.

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4 Unfortunately, these occupational advisory committees were never formed. The reason for this was a series of problems involving a moratorium on recruitment, and economic slump in San Diego which affected the program adversely, and an early entry into Phase II.

5 At the suggestion of OEO, Project Step-Up established a National Advisory Council, made up of prominent people associated with adult education, to lend counsel and advice to the project. The National Advisory Council is identified in Appendix A. A Local Advisory Council was formed in April 1971 at the suggestion of the National Advisory Council. The Local Advisory Council met the criteria originally established in the proposal. The names of the Local Advisory Council appear in Appendix B.

Automated teaching allows privacy for the student, an individual rate of progress, and expertly planned lessons.

Summary. Project Step-Up was funded to demonstrate an innovative means of delivering adult basic education services to disadvantaged individuals employed in entry level positions. The methodology proposed by Project Step-Up represented a concerted effort to overcome the obstacles traditional programs faced in the elimination of functional illiteracy from the American labor force. The objective of the project was to eliminate educational deficiencies among entry level employees so that they could acquire a better job; participants who were able to improve their employment status would thus vacate their entry level position and provide a job for individuals currently unemployed.

The remainder of the study will basically follow a chronological sequence.

## PART II

## INDUSTRY PARTICIPATION: RECRUITMENT OF PARTICIPATING EMPLOYERS AND THE SELECTION OF STUDENT POPULATION

During the Step-Up feasibility study, San Diego industry was contacted to determine their interest in participating in the Step-Up program. Ten employers indicated an interest in establishing classes. Consequently, by the beginning of the Step-Up grant period, July 1, 1970, Step-Up was prepared to organize classes.

Actually, some time was required to recruit project staff, select students, and provide six weeks of pre-service training for the Step-Up teachers before the classes could meet. The classes met for the first time during the week of October 12, 1970, at these sites: General Dynamics; Convair, one class at Lindbergh Field and two at Kearney Mesa; University of California, San Diego; Grossmont Hospital, two classes; San Diego County Welfare; and City of San Diego, four classes at 20th and B and four classes at Ryan Road.

Later, classes were added at: Naval Supply Center, four classes; North Island Naval Air Station, three classes; Naval Hospital, three classes; University Hospital; and Alco Linen Service.

Industry Coordinator and Employer Participants. A key staff person in the project was the Industry Coordinator. It was his responsibility to find employers who were interested in participating, and to recruit student personnel among the employees of participating forms. A job description is found in Appendix C.

The only motivation an employer could have for participating in the program was to improve his employees' skills and/or to improve employee relations. Since the employer was to provide two hours per week of employee released time, there was considerable cost involved for the employer.

Recruitment of employers was limited to those with a large number of employees, for several reasons: (1) Step-Up anticipated a class size of 15 to 1, pupil-teacher ratio, (2) The selection criteria (educationally disadvantaged) could be met by only a small percentage of the total number of a firm's employees, and (3) The release time factor could prove a serious detriment to production if the employee's presence was indispensable to a production unit of which he was a member. These factors, unfortunately, prevented many smaller firms from participating, and was one problem encountered in the recruitment process. (The Learning Center, established later in the program, did accomodate the employees of the smaller firms who could not participate in the In-Plant program.)

The primary reason given for employers not participating in Project Step-Up was the cost of released employee time. In addition to employee salaries, other production costs (overhead) were involved in the released time factor. For example, one employer assessed the production costs by dividing total producation cost by employee hours. The employee salary amounted to only a small fraction of the production cost per man hour, but the employer felt his firm would be paying full production cost per man hour in terms of released employee time. Many employers felt the cost of released time was prohibitive.

Another problem encountered was employee discrimination, relative to who would receive released time to attend class. Other employees felt if one employee received released time, all employees should have released time. In some cases, other employees felt that they had to assume the additional "work load" of employees released to attend class. In one case, a union concluded that released time was additional pay to selected employees and a violation of the collective bargaining contract.

On October 1, 1971, the San Diego Community College District assumed the financial responsibilities for continuing the Step-Up In-Plant Program. It is interesting to note that when those employers who were participating were given the option of releasing employees from work or not, the employers agreed to continue the released time policy.

In order for these In-Plant classes operating on released employee time to qualify for state aid funding after October 1, 1971, the San Diego Community College District had to receive special permission from the State of California and agree that: (1) The classes would not be attended by students who were promised promotions for their attendance, (2) The classes must be open to the public, and (3) The instruction must be limited to academic subjects. Consequently, the Step-Up program established a precedent in California which would enable other districts in California to establish similar classes at industrial sites.

Recruiting Students. Once an employer had agreed to participate in the Step-Up program, the recruitment of students for the classes began. However, all prospective students were not eligible to participate; in order to participate, students had to meet the selection criteria for being economically disadvantaged and/or educationally disadvantaged. Therefore, it was necessary to screen all applications.

The student criteria mutually agreed upon by the Office of Economic Opportunity and the San Diego Community College District required that the first preference would be given to students who had received or were receiving job training under a Manpower Training Program. The second preference would be given to students who fell within the revised OEO income poverty guidelines. The second category of students could not be utilized until the first category had been exhausted. After students had been recruited from those employees who had been or were in Manpower Training Programs and/or employees who met OEO income poverty guidelines, those employees who could be defined as educationally disadvantaged would be recruited into the program. The definition of educationally disadvantaged was restricted to those employees who were functioning at a level below the median for ninth grade students in computational and/or reading skills. The achievement level of prospective students was measured by the results of the Wide Range Achievement Tests (WRAT).

The initial contact of potential students from among the employees of a participating firm was made in one of several different ways, depending upon the place of the employment. In some cases, letters were written to all target employees or brochures were distributed to them. In some cases, questionnaires were sent to employees. Mass meetings were held in some situations, with presentations by Step-Up staff members utilizing talks, questions and answers, and video taped programs which indicated what the Step-Up Program was, how it worked, and what it could do for Step-Up students.

Impact of the Economy. Almost immediately after the feasibility study was completed, the San Diego economy suffered a drastic setback. Unemployment rose sharply and entry level employees were laid off. Employees with seniority rights were relocated in entry level positions, or the entry level positions were abolished. Recruitment of participating firms and recruitment of eligible students within existing participating firms suffered from the changing economy.

On December 8, 1970, OEO Program Analyst Mirian Charnow notified Project Step-Up that it should cease to recruit students until an assessment of the impact of the economic recession on the Step-Up student body could be made. This moratorium on recruitment came at a critical period in recruitment, and seriously damaged the Project's credibility with prospective students and participating employers. After some study, the moratorium was lifted February 16, 1971.

There was, at the same time, concern at OEO relative to the family income level of educationally disadvantaged students who were participating. Though minimum wage standards in California made it virtually impossible for employees to meet OEO income level criteria, it was the sentiment of OEO that secondary income guidelines be established by Project Step-Up and recruitment of students be limited to employees at the lowest possible family income level.

Problems Encountered in the Recruitment of Students. In addition to the previously mentioned problems caused by the reaction of employees not eligible or employees not participating, Project Step-Up did encounter two other recruitment problems. One problem was the administrative problem participating employers encountered in phasing in and phasing out individual students. The employers wanted students phased in or out in groups, to facilitate the administrative task involved. The Step-Up Program established individual study plans and practiced an open entry and open exit policy.

Since the problem of phasing an employee out did not create problems for the employer, this aspect worked smoothly. As students finished their individual goal they were phased out. However, the employers found it administratively difficult to phase in students individually and insisted on phasing students in as a group. As a consequence, classes dwindled in enrollment before new students, in a group, could be enrolled.

Another problem encountered was the seasonal phenomena of "vacation time." During the summer months, attendance dropped off due to employees taking vacations. In addition to the enrollment dropping off, student recruitment suffered because employees did not want to start a class during the traditional school vacation period, or because employees were difficult to reach during the summer "vacation time" months.

Summary. Project Step-Up discovered that despite some difficulties involving personnel relations, employers were willing to grant entry level employees released time from their job to attend adult basic education classes. At the same time, it was discovered that certain kinds of production or industries on a narrow margin of profit found that granting employees released time to attend adult basic education classes was prohibitive. Two other factors affecting Step-Up type programs were (1) the local economy and (2) seasonal behavior patterns.

## PART III

### STEP-UP TEACHER TRAINING: PRE-SERVICE/IN-SERVICE

Making the Step-Up proposal a reality involved a tremendous amount of preparation. The recruitment of employer participants and employee participation has been described. It was also necessary to recruit and train teachers for the program.

Some teachers for Project Step-Up were recruited from the ranks of experienced adult educators and other teachers recruited were inexperienced, interested individuals with little or no training in professional education. In every case, a concerted effort was made to employ teachers who were open-minded and willing to try new ideas.
All the teachers were certified by the State of California. However, the requirements for certification in adult basic education in California are minimal.

Regardless of the professional background of the Step-Up teachers, pre-service training specifically for the Step-Up program was essential. Teachers were recruited, interviewed, and employed. After they had been selected, Step-Up teachers entered into a pre-service training program. The teachers were paid for the time spent in training.

The purpose of the pre-service training was to prepare the teachers especially for administering the Step-Up education program.

1. The teachers were to acquire a clear understanding of the Step-Up goals and how those goals were to be accomplished.

2. Teachers were to develop the necessary technical and professional skills to implement the program.

3. Teachers were to develop appropriate attitudes and interpersonal skills to satisfy the needs of Step-Up students and maintain an esprit de corps among the staff.

4. Teachers were to demonstrate competency in subject matter (adult basic education-reading and mathematical skills).

The experimental nature of Step-Up necessitated the project's pre-service training be reinforced and extended by providing regular in-service training sessions each Friday to meet the changing needs of the Step-Up professional and paraprofessional instructional staff. To determine the changing needs of the staff, a continuous reevaluation of Step-Up teaching techniques was necessary and constant feedback from the teaching staff was essential.

Each time Step-Up added teachers or paraprofessionals to its instructional staff, a new training program was initiated. Consequently, there were four pre-service training programs or cycles during the two year period. In-service training was, of course, continuous.

Cycle I. At the time Step-Up was preparing to train its first group of teachers, an administrative staff had already been established. The administrative staff consisted of the director, the operations manager, the staff support manager, the research analyst, the historian, the industry coordinator, and a staff trainer who had direct responsibility for training instructional staff. Since staff training included the familiarization of the instructional staff with all aspects of the proposal and the project, all administrative staff took

part in the planning and, to some degree, the training itself. Some consultants were employed to hold workshops in specific teaching skills areas.

The training period was from September 7, 1970, to October 9, 1970. On October 12, 1970, these first eight teachers assumed their teaching assignments.

The performance objectives for the pre-service teacher training were divided into three groups. The objectives in Group A dealt with the teacher's understanding of the project and the Community College system. The objectives in Group B dealt with the material and equipment to be utilized in the project and the subject matter to be taught. The third group of performance objectives, Group C, was related to the teaching skills required of Step-Up teachers to provide Step-Up students with individualized instruction. A complete list of performance objectives for Step-Up teacher trainees is found in Appendix D.

The content of this first pre-service teaching training effort by Step-Up was as follows:

1. The Project Step-Up proposal.
2. Programmed materials.
3. Equipment utilized in individualized instruction.
4. High school credit counseling.
5. Practice teaching and video taping of the practice teaching.
6. Group activity and intergroup behavior.
7. Research data to be collected for Project Step-Up.
8. Writing performance objectives.
9. Orientation to the San Diego Community College District.
10. Curriculum development exercises.
11. Characteristics of entry level employees.
12. An orientation to the employment environment of the potential Step-Up students.

In an evaluation of the first cycle of Step-Up teachers made on February 19, 1971, the study revealed that Cycle I teachers were familiar with the programmed materials utilized in the project. Furthermore, the study indicated the teachers could distinguish between objectives that were bona fide performance objectives and those that were not. The teachers appeared to understand the principles of programmed learning and indicated Step-Up training had been beneficial.

Cycle II. The second cycle of teachers to enter training began their cycle on November 2, 1970. There were 12 teachers involved in this training. The objectives were basically the same as those for Cycle I. The content area was the same as that for Cycle I, with the exception that the interpersonal group activity had been deleted. Cycle II training was scheduled to be completed in three weeks and end on November 20, 1970.

In the follow-up study conducted February 19, 1971, to evaluate the value of the pre-service training, Cycle II teachers compared quite favorably with the Cycle I teachers previously described. Basic differences indicated by the evaluation tended to show Cycle II teachers were less confident about writing performance objectives than Cycle I teachers, but Cycle II teachers appeared to be more confident in making classroom use of audio visual equipment from the Step-Up Resource Center.

Cycle III. The third group of teachers entered pre-service training on January 27, 1970, and completed their training February 19, 1971. Four teachers were trained. The format was similar to that of Cycle II.

The evaluation of Step-Up teacher training referred to in the discussion of Cycles I and II was administered to all three groups of teachers at the same time, February 19, 1971. Since this evaluation was administered prior to Cycle III teachers assuming other teaching

duties whereas the other two groups had some experience, a comparison would be unfair to Cycle III teachers. It is fair to say, however, the evaluation reflected the lack of experience by Cycle III teachers.

Cycle IV. Since the purpose for Cycle IV pre-service training was to prepare teachers to teach in the Community Learning Center, the training was somewhat different than that of previous training cycles. In this training cycle, the paraprofessionals and teachers were trained together.

The primary difference between Cycle IV and previous training cycles was the necessity for each member of the teaching staff to be able to make an analysis of the community and to utilize the Southeast San Diego community resources in the development of Learning Center curriculum. Group activity and interpersonal behavior experience were also reintroduced into this training cycle.

Five new teachers and eight paraprofessionals were added to the staff. These teachers and paraprofessionals had to be trained for In-Plant classes as well as Learning Center operations. Current staff members who were teaching In-Plant classes were included only in that training which was pertinent to the Learning Center. In-Plant classes were closed down for the week of May 24-28 to facilitate training.

As in the case of previous pre-service training, regular staff members conducted some of the training and consultants were used for other aspects of the training. The total training period extended from May 13, 1971, to June 4, 1971. A copy of the training objectives, content, and schedule is included in Appendix E.

One other aspect of Cycle IV was different from previous cycles. The learning Center was to have a program in English as a Second Language (ESL). The Step-Up teachers scheduled to teach ESL received additional training in ESL techniques. This training took place immediately after the regular pre-service session. Step-Up's purpose was to train the student in English so that he could obtain and hold a job. The Project Step-Up approach to ESL was bicultural and prevocational. It is described further in Part VI.

A separate week-by-week evaluation form was utilized in Cycle IV training to determine the reaction of the instructional staff to the training. The results were generally positive. Since all the instructional staff involved in the training did not actually have the opportunity to teach in the Learning Center, it was impossible to evaluate the degree to which staff actually utilized their training. There is evidence, however, to indicate that the theory advanced in this training session was incorporated in the operation of the Learning Center.

Summary. In all, there were four pre-service training cycles for teachers in addition to continuous in-service training on a regular weekly basis. The purpose of the training was to familiarize teachers and paraprofessionals with individualized instruction, programmed materials, and the characteristics of Step-Up clientele. In-house evaluation indicates the Step-Up teacher training was generally effective in influencing the instructional staff's teaching patterns.

## PART IV

## THE IN-PLANT CLASSES

In planning Project Step-Up, some basic assumptions had to be made concerning the needs of the students. Through interviews and testing, it could be determined that Step-Up students had some basic academic deficiencies. The reason for those academic deficiencies and the basis for the students' apparent motivation for learning were, however, only speculation. Yet, it was essential the Step-Up instructional staff take these matters into consideration in planning the Step-Up program.

Consequently, Step-Up hypothesized that the teaching styles which students had experienced previously had failed to satisfy the individual learning styles of these students. Therefore, if Step-Up instruction was to succeed, the teaching methods employed must be different and directed to the individual learning styles of the student. The curriculum also had to be individualized and, to a great degree, the learning had to be individualized. To facilitate this end, programmed instruction appeared to be a necessity.

Step-Up also presumed the motivation for the students was primarily economic in nature. Since entry level employees tend to be characterized as academically deficient, the assumption was made that employees who wanted to move upward economically and vocationally would recognize the necessity of eliminating their academic deficiencies and work toward that end.

Recruitment and Enrollment Procedures. After the employer had agreed to participate in the Step-Up program, the Step-Up Industry Coordinator would work out the recruitment procedure with the employer. The manner in which first contacts were made with employees who were potential students depended upon the employer. The procedure varied: in some cases it was letters to all employees. In other cases, it was a verbal announcement, bulletins or notification through the supervisors.

Ultimately, applications were made by those employers desiring to participate, and the applications were screened by the Step-Up Research Analyst according to the recruitment criteria (former participation in MDTA program, family income level, and educational deficiency). Each potential student was given the Wide Range Achievement Test (WRAT) and interviewed to further screen students and collect relevant data.

Diagnosis and Prescription. In order to individualize the Step-Up academic program, each student who enrolled developed his own individual academic goal and related it to his specific job. For example, a student might set as his goal (1) passing the civil service examination to qualify for a promotion, (2) getting a high school diploma to qualify for a better job, a training program, or college, (3) passing a state vocational examination, such as the examination for becoming a licensed vocational nurse, or (4) just improving mathematical or verbal skills to qualify for a better job.

It was anticipated (primarily for the benefit of the employers) the average period of time a student would be enrolled in the Step-Up program would be six months. This was not established as a mandatory time limit. Rather, it was an estimated period of time for completion established for administrative purposes. It was believed that this was a feasible period of time to participate in a program of this nature.

But one consideration for establishing a student's goal was that his goal could reasonably be reached in the six month time period. After six months the student could either be given an extension of time (if his employer approved) or referred to another adult school if his

goal was not already completed. As it turned out, employers were very cooperative in extending students' participation time period.

As previously mentioned, the program was limited to adult basic education. If the student's goals were purely vocational or of a more advanced academic nature, the student was referred to other adult education centers.

Once the student met the recruitment criteria, established the fact his goals were within the realm of adult basic education and ordinarily attainable within a six month period, the student was then ready for the process of diagnosis and prescription. Diagnosis and prescription are at the "heart" of the Step-Up program.

The intake procedure for students included testing (WRAT) and an interview which were utilized in the diagnosis process. On the basis of this information, the teacher and the student met to consider the student's current mathematical and verbal skills in relationship to the academic goal the student had set for himself.

The teacher, to the satisfaction of the student, would then develop a prescribed course of study for the student. The prescription became the student's individualized curriculum, and the instructional materials were chosen from the library of programmed materials in the Step-Up Resource Center or created by the teacher specifically for a student or group of students. As much as possible, the teacher adapted materials to the job title of interest of the student.

No particular diagnosis or prescription was considered "sacred" by the teachers. As student interest or needs changed, the diagnosis and/or prescription could be changed. Or the student could decide to add to his previous goals and subsequently add to his prescribed course of study.

In order for teachers to properly diagnose and prescribe a course of study for each student, the teachers were required to be completely familiar with all the programmed material available in the Step-Up Resource Center. Teachers were required to know what skills were included in a particular course of study, the range of skills involved, and whether or not the student would require supplementary materials.

A weekly lesson summary was prepared for each student. This was placed in the student's folder along with his diagnosis and prescription form, his test results, and his day-to-day papers. The folders were retained by the teachers and taken to class each time and handed out to the students at each class. Evaluations of student progress were made at the end of the student's sixth week and the fifth month.

Step-Up practiced an open-entry and open-exit policy. Theoretically, if a student completed his academic goals, he was phased out and replaced by a new student. Actually, it was difficult, administratively, for employers to maintain waiting lists and make these changes, one student at a time. Consequently, students usually entered classes in groups.

Teachers did not ordinarily individualize the life skills training aspects of students. These skills were easier taught in small group sessions, and were considered necessary to all students. The sessions were part of teacher planning, but not usually included in the diagnosis and prescription except where special needs were noted in an individual student. In these cases, individualized life skills training and group activities were utilized by the teacher.

A typical diagnosis and prescription is found in Appendix F on the form utilized in Step-Up. Step-Up policy on the Entry and Exit of Students is found in Appendix G.

Students practice speaking in group sessions, learning English they will use in the community.

Audio equipment allows students to progress at their own speed.

Operations. Originally, Step-Up had proposed to employ some of the employers' supervisors as In-Plant Specialists, in the places where classes were being held. The purpose was to coordinate Step-Up instruction with the needs of the students, relative to their employment and to serve as "trouble shooters."

It became clear early in the program that the communication between teachers, students, the Step-Up Industry Coordinator, and the participating employer would not be enhanced by providing another man in the "middle." At the time the Step-Up proposal was amended (May 7, 1971), the duties originally planned for the In-Plant Specialist were assigned to the teachers (In-Plant Resource Instructors) and the Industry/Education Coordinator. The Step-Up Policy for delineation of these duties is found in Appendix H.

As indicated, the actual instruction took place at the employee's work site, in a classroom area provided by the employer. Because of the individualized instruction, a lot of audio visual equipment was necessary. (See Appendix I for a complete list of audio visual equipment used in Project Step-Up.) The teachers were required to travel to the site and transport most of their instructional materials, as well as the folders containing the work and records of each student. In order to coordinate the use of the A-V equipment, teachers were required to pick it up at the Resource Center before class and return it after class. Transportation was a major problem for Step-Up teachers.

The Step-Up classes were held either before or after work shifts. This meant the teaching hours for some teachers were from 6-8 A.M. and for others, classes were from 5-7 P.M. Consequently, teachers were required to work a variety of hours and maintain some rather unusual time schedules.

Another factor involved in Step-Up operation was the necessity of keeping the employers informed. Since the students were released from their job for half the instructional time, attendance accounting was crucial to assure employers the students were actually in class. There were very few instances of employees abusing this privilege.

Employers also wanted to know if the students were making satisfactory progress. Some form of evaluation had to be made. The teachers were required to make a commentary report on each student for the employers. This is one example of a student progress report:

INDIVIDUAL STUDENT PROGRESS REPORT

I came in the class not knowing too much about math. As the class went on, I have learned to be better equipped for taking examinations. I feel that I have bettered myself and can do a better job for the city. I have learned to talk in group discussions. I would like to have a better understanding in spelling and reading, which I can get out of this program.

Signed John T.

Teacher's Remarks:

John is progressing very well. John's math level has increased about three grade levels. John is now speaking up in class and shows self confidence. John should remain with the program for at least six more weeks to improve his reading level.

Maintaining adequate class size continued to plague the program. Given the limits of the OEO criteria it was difficult to maintain class size and also difficult to explain to all the employees why classes were restricted to certain persons. Classes remained small until the program was assimilated by the Adult Division, October 1, 1971. When the OEO recruitment restrictions were removed, the class size tended to increase. The enrollment and attendance reports for the period prior to October 1, 1971, and the report for the subsequent period are found in Appendix J.

Profile of Project Step-Up In-Plant Students. The selection of Step-Up students was based upon either (1) low family income, or (2) being educationally disadvantaged. Since entry level wages are relatively high in San Diego, most students qualified on the basis of the latter. A breakdown indicates:

| | |
|---|---|
| Students below OEO income level | 53 |
| Students not a high school graduate | 293 |
| Students scoring below ninth grade level on entrance tests | 363 |

Seventy percent of the Step-Up In-Plant students were male and thirty percent were female. The mean age was 36 years old. Seventy percent were married. The students represented all ethnic groups. Thirty-nine percent of the students were Black and twenty-three percent were Mexican-American.

The students were enrolled to meet a variety of goals as the following table indicates:

Frequency and Rank of Major Categories of Stated Student Objectives

| Description of Objectives | No. Students Listing Goal As Objective |
|---|---|
| Basic Education Skills | 248 |
| High School Credit/Diploma | 100 |
| Job-related Skills/Study | 44 |
| Passing specific exams | 42 |
| Other | 42 |
| ESL | 6 |

A study of attitude change, conducted by Dr. Donald Schienle, indicated a significant change in the self perception of Project Step-Up students due to their participation in the program.[1] However, the study revealed no significant changes in the student's attitudes towards his supervisors or his fellow workers.

The mean differences in pre-test and post-test scores for "successful" Step-Up students was +.83 in math and +1.91 in reading.[2] A sampling of Step-Up students indicated

1 Donald Schienle, "Relationship Between Remedial Training of Low-Skilled Workers and Attitude Change," unpublished doctoral dissertation. United States International University, April, 1971.

2 Data from Pacific Training and Technical Corporation, external evaluator of Step-Up.

ninety-five percent of Step-Up students met at least one of the goals the student set for himself and forty-two percent of those who set out to get a high school diploma succeeded in that endeavor.[3]

It would be difficult to credit Step-Up with all the job-related success of the students. However, a sampling follow-up study indicated forty-one percent of the students received promotions, twenty-nine percent of the students received a raise, and fifty-two percent of the students passed promotional exams.[4]

Summary. An effort was made by Project Step-Up to design a program to meet the learning styles of adults who had not succeeded in a traditional setting. The actual teaching took place at the student's place of employment.

A systems approach was used. First a diagnostic procedure was utilized to determine student needs and then a course of action was prescribed. Care was taken to insure the diagnosis and prescription were student centered.

The instructional program was individualized as much as possible. The two basic skills taught were math and reading.

The program presented many challenges. It required the teacher to transport himself and all of the equipment and materials needed, to and from each class.

The students were educationally deficient in some skill area or they lacked a high school diploma. Most of the students were from minority ethnic groups and the mean age was thirty-six. Data indicates students experienced a rather high level of success, both educationally and on the job.

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[3] Ibid.
[4] Ibid.

## PART V

## STEP-UP CURRICULUM AND MATERIALS DEVELOPMENT

A complaint that is often heard relative to the failure of educationally disadvantaged students is that the curriculum and curriculum materials are not relevant. Project Step-Up sought to remedy this objection by (1) careful selection of commercial materials from a wide range of choices, (2) adaptation of commercial materials to the student needs, and most important, (3) the creation of new materials by the teachers.

The curriculum itself was individualized for each student as much as possible. The teachers were to utilize student oriented and student directed courses of study. For example, as the student progressed and could see new needs, these needs were to be incorporated in his course of study. The students' innate curiosity was to be encouraged by the teachers and the students' exploration into these new fields of interest were to be included in his course of study. Project Step-Up referred to this process as "organic curriculum development."

In one case, a group of students were having a seminar in government. The subject of civil defense was brought up. Several students investigated and found some conflicting information. The group took a field trip to the local Civil Defense Office. Their curiosity was satisfied, they became informed, and they were given information and materials which future students can utilize. (It is of interest to note that because of student interest and experience the Civil Defense Office posted new "radiation shelter" signs in the community.)

Multimedia Studio. The proposal for the Step-Up demonstration project included the establishment of a studio for the production of educational software. The studio had the capability of producing television tapes, filmstrips, and audio tapes. There is a complete list of studio equipment in Appendix K. The studio was manned by a Materials Production Coordinator and a technician. This team worked in cooperation with the Curriculum Development Coordinator in the production of instructional materials.

Some Step-Up studio equipment was quite sophisticated. But the basic skills necesssry for teachers to produce materials were relatively simple. The teachers and paraprofessionals were trained in the operation of videotape recorders, audio cassette recorders, and filmstrip production by the Materials Production Coordinator.

The paraprofessional staff, as well as the teachers, were responsible for curriculum materials production. Some of Step-Up's most successful productions were completed by instructional paraprofessionals.

Operations. Teachers at Step-Up were employed for a forty hour week. Since they were assigned a minimum teaching load, they were expected to spend about fourteen hours a week in curriculum and curriculum materials development.

One of the most difficult problem areas in Project Step-Up was the accountability for the time and effort expended by teachers in "curriculum development." The project went through several stages in this process. At first, curriculum committees were assigned in the areas of High School Course Outlines and Objectives; Video Math Lessons; Basic Reading--Phonics; Job Related Hospital Vocabulary and the Metric System; Civil Service Preparation; Aerospace Vocabulary; Job Related Office Procedures; Use of Tools and Safety Procedures; Consumer Education; Reading Systems; Spelling; Reading for Survival; Listening Skills; Reference Skills; and Nutrition and Personal Health.

Development of audio-visual materials can be quite complex and require personnel wi h considerable technical skills.

Progress under the committee system was slow, cumbersome, and ineffective. It was decided by the Step-Up staff responsible for curriculum development that the committee system be replaced. The second procedure was an attempt to allow teachers freedom in choice of projects and provided that every teacher report each week on the status of his curriculum project. This system also proved ineffective.

The third procedure adapted proved to be more effective. Curriculum materials needed were submitted to the Curriculum Development Coordinator. These items were given a priority and assigned to a teacher. Each teacher had hours established for curriculum development and was supervised by the Curriculum Development Coordinator or the Curriculum Materials Production Coordinator.

After October 1, 1971, when funding was drastically reduced, teachers were not available for curriculum development on a regular basis. At this time, a system of "special projects pay" was introduced. Teachers were paid for each project they completed. This system proved to be the most efficient means of handling curriculum development.

Emphasis on the Use of Television. Because of the impact of television on the American people and the interest it generated in the classroom, television became a very important tool of Project Step-Up. The television facilities of Step-Up were excellent and the nature of the Step-Up program was conducive to the use of this media. The television equipment was utilized in the following ways:

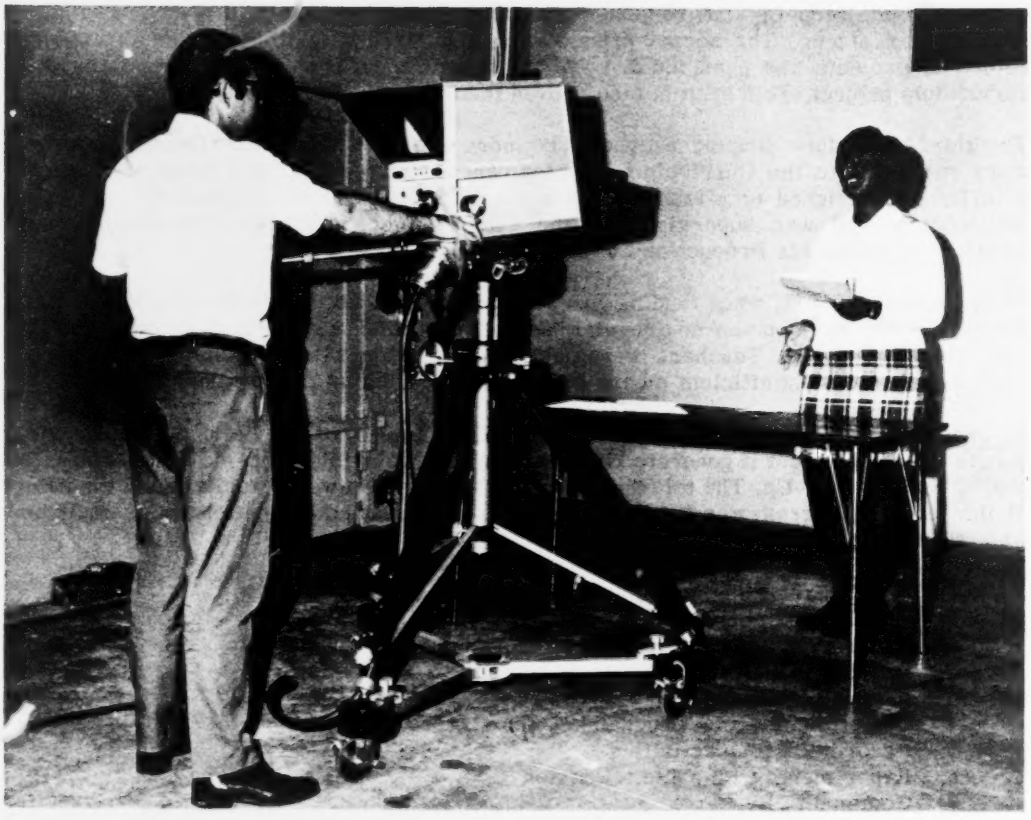
1. Self confrontation and role playing.
2. Teacher training
   A. Taping teachers at work
   B. Tapes showing methods or how to use materials
3. Instructional tapes
4. Use of commercial programs in the classroom
5. Recording group activities
6. Experiments with cable television
7. Community Research

Curriculum Materials Developed by Step-Up, Step-Up produced over one hundred video tape programs. There appeared to be a wide range of quality. However, the best of the Step-Up productions received considerable praise from professionals in the field of education and the field of television. A list of video tape programs produced by Project Step-Up is found in Appendix L.

Several audio tapes were developed to use in reading programs and in the English-As-A-Second-Language program. The ESL teachers also developed a program for the Flashcard Reader (a machine combining visuals on cards and audio tape-recording and playback). Filmstrip production proved to be rather difficult for the instructional staff. However, a filmstrip program to teach the United States Constitution (required for a high school diploma) was produced. Another filmstrip was made and used to teach medical terminology to hospital employees who were Step-Up students.

Many paper and pencil devices were produced by the teachers to be utilized in teaching words used on the job, in consumer education, or other life skills training. For an example see Appendix M. It would have been practically impossible to individualize instruction and make instruction relevant to the student's employment without developing curriculum materials specifically for Step-Up use.

In a survey of fifteen Project Step-Up teachers, they were asked, "What was the most important curriculum development project you completed?" Their answers were:



Part of a teacher's assignment was to develop new materials for Project Step-Up.

1. "Checkbook Balancing," a videotape.
2. "Federal and State Tax Form Completion," a lesson plan.
3. Lesson plans for motivating readers.
4. Audio tapes on phonics.
5. Metric system using Min/Max III machine.
6. Lesson - "How to Take a Test."
7. Lesson - "Measuring Volume."
8. Spelling game.
9. Organic curriculum for non-reader.
10. "Daily Journals" for students.
11. Student-produced video tape of Naval Supply.
12. Critique - "Checklist for Replay of Videotapes."
13. Math video tape.
14. Job-related problem-solving lessons.
15. Organic reading material.

Commercial Curriculum Materials Evaluation. One other function of Step-Up was the evaluation of the various commercial instructional materials. To facilitate this evaluation, a form was devised by Project Step-Up for all purchases of materials. It required the person requesting the material to provide a rationale for it. A sample of this Request for Curriculum is found in Appendix N.

Plans for further evaluation were interrupted by the reduction in funding for the second fiscal year. However, a survey conducted by Project Step-Up did reveal a ranking of materials found most useful in teaching reading, mathematics and life skill training.

The teachers indicated a preference for the Science Research Kits, Reading for Understanding and the McGraw-Hill materials for the Controlled Reader (a reading machine) for teaching reading. For teaching mathematics, the teachers found the Allied Educational Council, Noonan-Spradley Diagnostic Program of Computational Skills most useful. A close second was the McGraw-Hill Programmed Math (Sullivan). Most of the life skills training was carried out by teachers utilizing their own materials, holding "rap" sessions, and providing the students with self confrontation through the use of video tape. However, some teachers indicated a preference for the McGraw-Hill Human Relations Kit.

A complete ranking of materials by the Step-Up teachers is found in Appendix O. In Appendix P there is a ranking of the audio-visual hardware (teaching machines) considered by the teachers to be most useful in individualizing instruction.

Summary. Educationally disadvantaged adults commonly complain that the curriculum and materials in the adult school are not relevant to their needs. Project Step-Up tried to overcome this problem by trying out a variety of commercial materials and choosing the best, adapting some commercial materials to individual student needs, and creating new materials.

## PART VI

## PHASE II: A SOUTHEAST SAN DIEGO COMMUNITY LEARNING CENTER

The original Step-Up proposal stated that an educational unit, in the form of a multicultural learning center, would be established during the second year of the Project. The objective of this permanent educational entity would be to provide pre-employment training of an academic nature for low-skill workers and unemployed individuals, particularly among the minorities living in Southeast San Diego.

The instructional program was to be similar to that utilized in the In-Plant Program (previously described) and would draw from the Step-Up In-Plant experiences. However, the emphasis of the proposed Learning Center was to be (1) an orientation of the teaching to the community and the community subcultures, (2) a curriculum directly associated to the community of the learner to facilitate the learner's understanding of the economic, political, and social influences affecting his earning power, and (3) training in interviewing and applying for employment.

As previously discussed, the economy of the United States experienced a recession in 1970 and San Diego was particularly hard hit. The declining prosperity of this period was a drastic contrast to the relative prosperity that existed at the time of the feasibility study. The first employees to be "laid off" as a result of the failing economy were, of course, entry level employees and these were the Step-Up students. Step-Up recruitment of industry was adversely affected and the Office of Economic Opportunity and the San Diego Community Colleges agreed that the proposed Learning Center concept scheduled for the second year was more feasible in the declining economy than the current In-Plant classes. It was mutually agreed Step-Up would enter Phase II early--a Community Learning Center would be established.

Proposal. An amended proposal providing for the Community Learning Center was submitted by San Diego Community College District to OEO on March 19, 1971, and approved in a letter from Joe Maldonado, OEO Assistant Director for Program Development, on May 7, 1971.

Project Step-Up moved from its former site on Pacific Highway to 3175 National Avenue on May 19, 1971. The new location is in the heart of the San Diego Model Cities Target Area and in a close proximity to potential Learning Center clientele. Step-Up was endorsed by the Model Cities' Citizens Policy Committee and certified as an agency cooperating with the Model Cities agency.

Pre-service training for the Community Learning Center staff began on May 13, 1971, and continued to June 7, 1971 (and beyond), when the Learning Center opened for business. The staff were trained in individualized instruction, life skills training, and in community analysis. The objectives and content areas are found in Appendix D.

Because the Step-Up In-Plant Program had not reached its maximum capacity, the first year's funding was not completely expended. One aspect of the amended proposal was the approval for the use of unexpended funds until September 30, 1971. At that time, Step-Up would submit a proposal for refunding.

Operation. In California, HRD (Human Resources Development Agency) is more than the state employment agency. It coordinates the employment function with manpower training programs and welfare benefits. Since HRD works with state, federal, local and private agencies to provide service for HRD clientele, Step-Up sought the cooperation of HRD in

establishing the Community Learning Center. HRD was exceedingly interested in the Step-Up Program and very cooperative. They agreed to refer their clients to the Learning Center. (See agreement in Appendix Q.)

In addition to the referrals from HRD, students have been referred from a variety of public and private agencies. Many students are "walk-ins." There have been groups of students referred for specific purposes, such as interview training, preparation for the San Diego Fire Department Civil Service exam, or staff training for other agencies. Agencies working with Step-Up have been quite complimentary.

In addition to referrals from HRD, students have been referred to Step-Up from the Work Incentive Program; Navy Project Transition; New Careers; Welfare; Neighborhood Youth Corps; Youth Employment Program; Work Furlough Center (prisoners); Drug Abuse Center; Alcohol Education Center; and several other "half-way house" programs.

Step-Up provided staff training for Southwestern Counseling Center; Model Cities Communications Complex; the California Rehabilitation Agency; Public Employment Program; and the Adult Division of the San Diego Community College District as well as staff from other adult school districts in the area.

The Learning Center hours were 8:00 A.M. to 9:00 P.M. Monday through Thursday and 8:00 A.M. to 5:00 P.M. on Friday.

Instruction. The basic academic instruction at the Learning Center was quite similar to that employed in the In-Plant program. There were two exceptions to this: (1) A form of "transition" training was implemented; that is, teaching the students how learning at the Learning Center takes place, and (2) an English-as-a-Second-Language (ESL) program that differed considerably from the instructional approach for basic education skills.

The first efforts of "transition training" at the Learning Center proved to be too elaborate and cumbersome. The reaction was to incorporate it in the "intake" procedure when a student enrolled.

Normally, when a student enrolled, he would complete enrollment forms and be interviewed. His interview was video taped. After the interview the student was usually given some form of diagnostic device. He was then shown the Learning Center orientation video tape, which explained how the Learning Center operates.

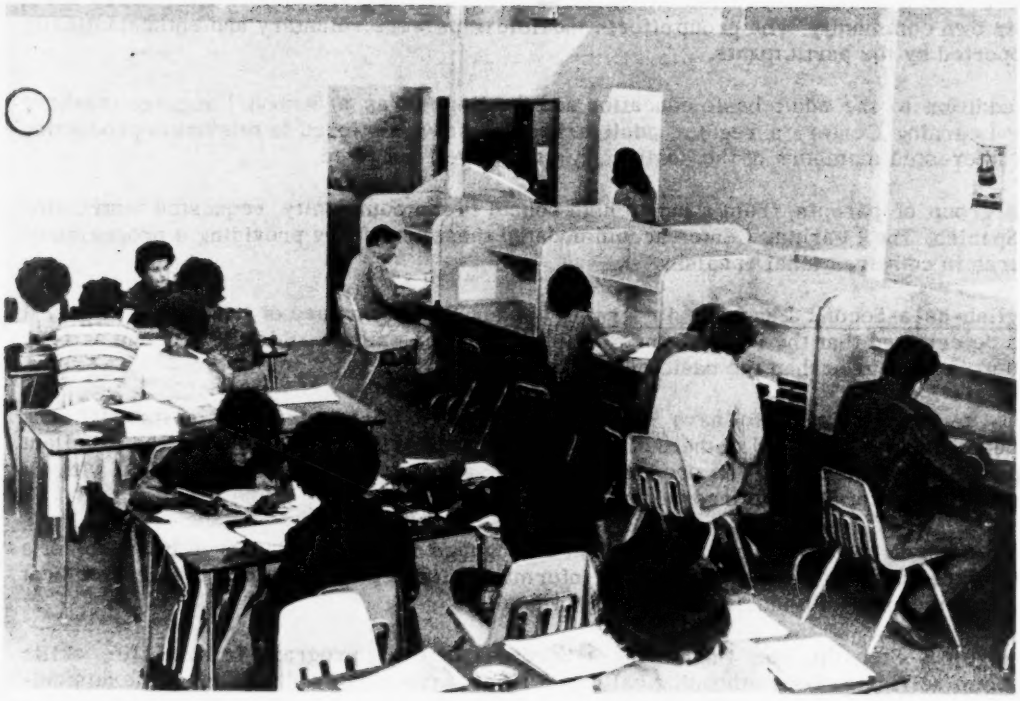
After his diagnostic tests were scored, the student would work out a diagnosis and prescription form (Appendix F) with the teacher and his first week's work would be assigned. After the diagnosis and prescription he was given the opportunity to confront himself (without comment) on a playback of the video tape of his interview.

If the student's goal was a high school diploma, his transcripts were ordered and he received some high school credit counseling.

From this period on the students came and left the Learning Center of their own accord. They signed in and out and a record was made of what lessons they worked on while in attendance.

Each student's folder contained his diagnosis and prescription, his diagnostic test results, his weekly assignments, and his current school work. He pulled his own folder as he came to the Learning Center and filed it as he left. Adequate staff was maintained to answer his questions and to provide him with the necessary materials for his assignment.

The Learning Center staff also conducted seminars in the academic areas as well as the life skills area. Often, interested groups of students would invite speakers from other



The learning laboratory accomodates many kinds of activities.

agencies for the seminars. In other cases, the seminars were utilized to encourage participation of all the student members, giving them an opportunity to share their ideas and on occasion, their frustrations.

There was a definite concerted effort to encourage Step-Up students to learn more about their own community. The group efforts and field trips were voluntary and enthusiastically supported by the participants.

In addition to the adult basic education and the English as a Second Language taught at the Learning Center, a regular adult school class was offered in television production for interested members of the community. It was well received.

One group of parents, from a junior high school in the community, requested instruction in Spanish. The Learning Center accommodated these parents by providing a programmed course in conversational Spanish.

English-as-a-Second-Language Program. Because of the nature of language training, it was determined that the ESL program at the Learning Center would utilize group activity to a greater degree than the basic education program.

Step-Up was fortunate to have several experienced ESL instructors on its staff. The Deputy Director and one of the instructors were primarily responsible for the excellent program which emerged. The program itself was a composite of other programs, with all the innovations of Step-Up incorporated.

Upon entering the program, the student's language level was diagnosed by means of a video taped oral interview. This initial information formed the basis for the development of each student's individualized program of study

At Project Step-Up, the English-as-a-Second-Language program utilized life skills problem solving as its methodological base. This approach evolved into using the community as a language laboratory. In other words, students not only learned English from a book, but they went out into the community and used the language. Video tape equipment was used to record the student's ventures into the community and to create an awareness of pronunciation and structural errors.

The purpose of community-oriented, decision-making language curriculum was to teach students to become bicultural. Bicultural means the ability to function, operate, or "compete" in two or more cultures. It should not be construed as value laden. For example: Punctuality and competiveness are a part of the American value syndrome; therefore, people hoping to successfully "adjust" to the American scene should be aware of the mores of the society within which they are operating.

It was not the intention of the ESL program to indicate absolute or universal values, especially not those of the Step-Up teachers. If the students were, for example, being trained to cope in Japanese society, the same principles would apply, but the course content would be different. In short, biculturalism is a pragmatic approach to learning about language and culture.

The program was further implemented using a variety of classroom procedures, such as small group, large group, and individualized instruction using programmed materials.

Profile of Project Step-Up Learning Center Students. As previously indicated, the Community Learning Center was located in the "heart" of the Model Cities Target Area in order to serve the Step-Up target population. The community served is composed primarily of

Concern for the individual is the key to Learning Center success.

Black families and Mexican-American families. The United States Naval Base, located close by, also utilized the Learning Center. An ethnic study made in January 1972, indicated thirty-four percent of the student population was Black; thirty-one percent was Mexican-American; thirteen percent were Anglo-Caucasian; and twenty-two percent were others or not indentified.

In approximately one year of operation, six hundred eighty-six students "enrolled." At the Community Learning Center, as previously indicated, the purpose of Step-Up was to provide for learning styles which did not fit the traditional classroom. Therefore, it is important to note that individualized instruction and independent study, such as that employed at Step-Up, does not necessarily meet the needs of every person. So it is no surprise that three hundred fifty-six students have "dropped" before reaching their stated goals (as judged by Step-Up staff). For example, this includes students who attended for one hour and did not return.

In the same year, one hundred thirty-five did complete their goals. Twenty of these completed the requirement for a high school diploma and one hundred ninety-five students were continuing to pursue their academic goals on May 31, 1972. An enrollment and attendance report for June 7, 1971 to May 31, 1972, is found in Appendix R.

All students were evaluated by achievement testing. It can be safely assumed that those students completing their goals satisfactorily passed appropriate examinations.

The most meaningful measure of success has been the satisfaction with Step-Up which students and other agencies have expressed. One young lady, 21 years old, was referred by the Department of Human Resources on October 13, 1971. At that time she was functioning academically at the third grade level. By June 9, 1972, she had increased her reading and math skills to a sixth grade level.

Another student, who enrolled the first day the Learning Center opened, attended regularly during the time he was not working and credits this study for his passing the civil service exam for the San Diego Police Force.

A copy of a testimonial letter fron one referral agency is found in Appendix S.

Summary, Phase II of Project Step-Up included the establishment of a Community Learning Center in Southeast San Diego. Students were unemployed and underemployed individuals.

The program provided students with basic education skills and instruction in English-as-a-Second-Language. The teaching methodology employed emphasized the utilization of community resources and teaching the students more about the community in which they lived. Most of the students were referrals from other agencies and programs.

Step-Up utilized a system of diagnosis and prescription to individualize the student's learning. The procedure included administering diagnostic devices and prescribing a course of study for each student. The program has effectively met the needs of students who have learning styles which are not compatible with traditional classroom teaching.

## PART VII

## ASSIMILATING PROJECT STEP-UP INTO THE SAN DIEGO COMMUNITY COLLEGE DISTRICT'S ADULT DIVISION

Project Step-Up was a "monumental" undertaking. It was not just an attempt to demonstrate a teaching technique, but was rather an attempt to establish an entire educational system. It involved teacher training, industrial coordination of program; an employee educational opportunity program; a curriculum development system; a media production endeavor; a school on the job and in the community; innovative career education teaching techniques; establishing a community learning center; and establishing a research and development center.

The project was originally proposed as a two year project. Two years appeared to be a minimal period of time for such an undertaking to be implemented and to be functional. At the end of the first fiscal year, Step-Up had not reached its total goal in terms of students, and consequently had not expended all of the first year's grant.

Instead of refunding the project, OEO extended the funding period to September 30, 1971, in order for the project to utilize the unexpended funds. In August, OEO decided to terminate the project because of a lack of OEO funding.

At this time, the San Diego Community College District felt an obligation to industry and the Southeast San Diego community to continue the operations begun under the OEO grant. It meant assuming the financial responsibility for much of the program.

After the August notification, the project began "winding down." On September 30, 1971, Step-Up had still not expended $113,000 of OEO funds. OEO had agreed to allow the district to use these unexpended funds during a transition period, to allow the district to assimilate the Step-Up Program. An analysis of expenditures from July 1, 1970, to June 30, 1972, is found in Appendix T.

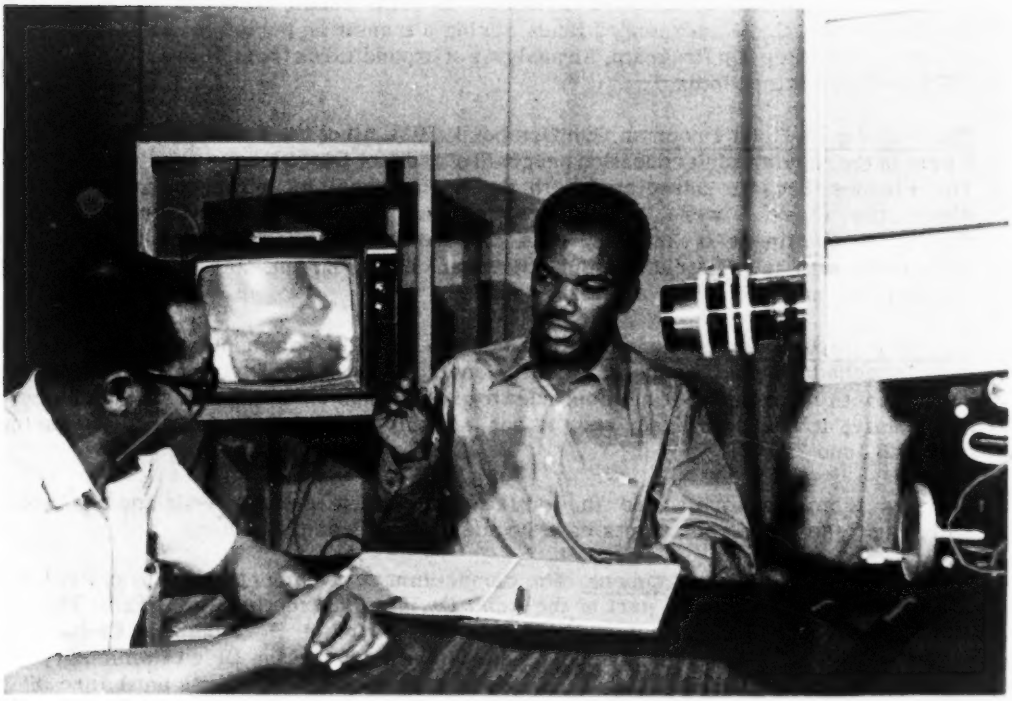
The Step-Up In-Plant Program. On October 1, 1971, all of the In-Plant classes were made a part of the regular adult education program of the San Diego Community College District. The classes became associated with the adult school located in the geographical area where the classes were held. These classes were then funded through local funds. Further recruitment of industry was carried out by a former Step-Up employee now associated with the District's Adult Division. The program, both employer participants and student enrollment, has actually expanded.

The Step-Up Community Learning Center. The Step-Up Community Learning Center has been attached to the Southeast Adult Center of the Adult Division. It too is supported entirely with local funds. It has continued to grow; it has assumed a respected place in the community; it has stabilized; and, it has actually perfected the innovative techniques it began on June 7, 1971.

Visitors from California and the entire nation have come to visit and observe at the Learning Center. The comments have been uniformly complimentary.

Step-Up Curriculum Development. The curriculum development potential of Project Step-Up has become an integral part of the Adult Division instructional program. This part of Step-Up has become the Adult Division's Instructional Development Center, and the director reports to the Director of the Adult Division of the San Diego Community College District. This activity was almost entirely supported with OEO funds until June 30, 1972.

A student consults video-taped instruction in mathematical skills.



"Self-confrontation" is possible through the instant replay of video taped dialogues.

The Resource Center of Project Step-Up, the Staff Training Sector, and the Multimedia Studio are all a part of the Adult Division's Instructional Development Center. During the time since October 1, 1971, the Instructional Development Center has produced programmed materials in history, government, home maintenance, retirement, and algebra. The materials developed by Step-Up are being used in the Community Learning Center and the In-Plant Program, and are being duplicated and used throughout the district and even in other adult schools outside the district.

The Learning Center has held workshops on performance objectives for teachers in the Adult Division and the Curriculum Coordinators of the Adult Division have held several workshops at the Instructional Development Center using the Center's resources. Other teachers from the Adult Division have utilized the resource library to examine new materials.

The staff at the Instructional Development Center have been sought out repeatedly to provide technical assistance for the other schools and departments in the district; and the Instructional Development Center's video tapes have been successfully utilized by the local television cable companies on an experimental basis--both the viewers and the cable companies have expressed satisfaction.

Summary. According to the Office of Economic Opportunity, Project Step-Up was the first program funded by OEO that has been completely assimilated into the ongoing program of the contracting agency. It would appear at this time that Project Step-Up will continue to serve the educationally disadvantaged adults in San Diego long after the final termination of the OEO grant on June 30, 1972.

## PART VIII

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Project Step-Up began as a program to facilitate upward economic mobility for underemployed and unemployed adults by providing training in basic educational skills. In the two years of the project, it did succeed in doing that.

Of course, the San Diego Community College's Adult Division has always provided services for educationally disadvantaged adults. However, Project Step-Up has reached individuals that the traditional classroom instruction could not reach.

A comment made by a Step-Up In-Plant student is one example: He said,"I just couldn't bring myself to go home, eat, get cleaned up, and then drive to the adult school for classes." The student was a successful one who had agreed to serve on the Local Advisory Council of the project. His feeling for the program was very gratifying.

Comments from two other students summarize the real value of the Community Learning Center. The first Learning Center student praised the individualized, open entry-open exit learning because he had attended other adult classes and become bored because the class moved so slowly. The second student, an elderly lady, was studying mathematics. When asked how she liked Step-Up she blushed and said, "I really like this kind of school. You see, I still have my textbook from starting the course at another school. But the class moved so rapidly I couldn't keep up. I was embarrassed to ask too many questions. Here, I do my work at my own speed, I get help when I need it, and I feel I've accomplished so much already. I feel 'at home' here."

In another case a student remarked,"I'm going back to the school I attended before. I can't get my work done unless someone is there to push me."

Project Step-Up is not for every student. But it is for many students who could not "find their place" previously or students who needed independent study and could not find it.

Step-Up Teacher Reaction. In a survey by Step-Up, the teachers in the project were asked to indicate what they considered Step-Up's greatest contribution to the students. Seven teachers said it was "Individualized Instruction," three said "Self-Confidence." Others said Excellent Materials, Relevant Materials, Remedial Help, A Diploma, Awareness of Skills, Upgrading of Skills, A Convenient School, and A Knowledge of the Community.

When teachers were asked what they valued from their Step-Up experiences, they indicated it was the experience they had with innovative teaching materials and methods.

The teachers also indicated the primary weakness of Step-Up was the lack of continuity of administration and a lack of formal structure (system). No doubt the weakness of the program, as indicated by the teachers, is a valid commentary. The program was implemented very hurriedly and a permanent director was not appointed until months after the program had started. The optimistic note in the teacher's response, however, is the very positive attitude the teachers had in regard to Project Step-Up. This would appear to indicate the teacher-student relationship can succeed regardless of the institution.

Conclusions. The evaluation of the Project can be made in several ways: (1) Step-Up student's reactions, (2) the community's reaction, (3) the external evaluation made by the Pacific Training and Technical Assistance Corporation. The response in each case has

been reported previously in this report and has been positive; unemployed and underemployed adults have experienced educational and economic success by virtue of Project Step - Up's program.

Recommendations. The mistakes of Project Step-Up and the remedies employed by the project were previously reported. These remedial efforts constitute the immediate recommendations for improving the Step-Up idea. The staff of the Adult Division of the San Diego Community College District will also be continuously reevaluating and improving on the Step-Up program in the future. But there are some generalized recommendations that the report indicates should be made.

1. Adult schools should seriously consider duplicating the efforts of any of the many parts of Project Step-Up. The theory is sound and it has been demonstrated that the theory can be implemented.

2. Project Step-Up had so many innovative elements it was difficult to determine what influence one facet of the program had on another. A project of this magnitude is difficult to control. The project should be further delineated and a systems analysis approach utilized.

3. When projects are proposed to extend beyond one fiscal year, there should be adequate assurance that funding is available to extend beyond the present fiscal year. It takes time to get a project of that magnitude functioning; it would be a waste of funds to terminate it "before its time."

4. Both local and federal agencies should be flexible enough to allow operation and reporting utilizing either the federal system or the local system. It is impossible to comply with two conflicting systems. Duplication of reports and conflicting policy concerning operations are inimical to the success of any project.

Project Step-Up has had its impact on adult education in both San Diego and the nation. It points toward change. What has been demonstrated here can be implemented and improved on in another place.

APPENDIX A

PROJECT STEP-UP

NATIONAL ADVISORY COUNCIL

NOTE: The National Advisory Council met November 13 and 14, 1970, and May 6 and 7, 1971.

Mr. C. W. Patrick, Chairman, Associate Superintendent, San Diego Community College District

Mr. Judson Bradshaw, Vice Chairman, Director, Adult Division, San Diego Community College District

Mr. Ray J. Ast, Administrator, Adult Contunuing Education Services and Projects

Mr. James R. Dorland, Executive Secretary, National Association for Continuing Education and Adult Education

Mr. Robert Lopez, Manager, San Diego Service Center, Department of Human Resources Development

Mr. Fred Martinez, Area Manpower Representative, Human Resources Development Institute

Mrs. Marge O'Donnell, Field Representative for Congressman Bob Wilson

Mr. H. W. Rubottom, Manpower Coordinator, Cooperative Area Manpower Planning System for San Diego and Imperial Counties

Dr. Harlan C. Stamm, Dean of Academic Planning, California Community Colleges

Rev. George Smith, Member, Board of Trustees, San Diego Community Colleges

Mr. Henry Talbert, Director, National Urban League Western Regional Office

Mr. Kenneth B. Theilig, Electronics Department, San Diego Mesa College

Mr. John Williams, Director, San Diego Model Cities Project

Mr. Dean Bistline, Office of Spanish Speaking American Affairs, Department of Health, Education and Welfare (Representing Mr. Armando Rodriguez)

Mr. Alfonso C. Urias, Special Consultant, Vocational Education for the Disadvantaged, California Community Colleges (Representing Wesley P. Smith)

APPENDIX B

PROJECT STEP-UP

LOCAL ADVISORY COUNCIL

NOTE: The Local Advisory Council met with the National Advisory Council on May 6 and 7, 1971. The Local Advisory Council met again on September 1, 1971.

A. Neighborhood Organizations

1. Ronald Mazon, Information Director, Communications Complex
2. Carroll Waymon, Institute for Social Systems Engineering
3. Gus Chavez, Chicano Federation

B. In-Plant Representatives

1. Mr. Wayne Turner, General Dynamics (Convair)
2. Mrs. Willa Mae Heitman, Naval Supply Center
3. Mr. Bob Bouton, City of San Diego

C. Employee-Student Representatives

1. Jose Cadavas, Naval Supply Center, Broadway
2. Turner Clipper, Jr., City of San Diego, 20th and B
3. Leonard White, City of San Diego, Youth Employment Program
4. James Thomas, Naval Supply Center, Broadway

D. University Personnel

1. Caesar Gonzales, Mesa College (Chicano Studies)
2. Mr. A. Porter, San Diego State University
3. Mr. Mel Whitfield, Third College, University of California at San Diego

APPENDIX C

PROJECT STEP-UP

INDUSTRY/EDUCATION COORDINATOR
(AS DEFINED IN PHASE II)

1. Reports to the Project Director. Works closely with the Manager of Program and Staff Support, Curriculum Development Coordinator, the In-Plant Coordinator, and the learning Center Coordinator.

2. Responsible for establishing and maintaining liaison with all participating organizations, supervising the implementation of the recruitment/selection criteria for all in-plant students, and coordinating all information passed between Project Step-Up and participating organizations. Duties are as follows:

   a. Collects information on all adult basic secondary, vocational, and college level activities within the greater San Diego area.

   b. Furnishes data to the Learning Center Coordinator and the In-Plant Coordinator for dissemination to students.

   c. Performs other duties as assigned by the Director.

Appendix D

STEP-UP TEACHER TRAINING PERFORMANCE OBJECTIVES FOR CYCLE I

GROUP A

The teacher will:

1. Know San Diego Community College -- Project Step-Up Administrators.

2. Know history and development of S-U Program.

3. Know the content of the feasibility study.

4. Know SDCC policies as related to teachers.
   a. classification
   b. contract status

5. Know fringe benefits.
   a. insurance
   b. vacations
   c. retirement
   d. pay periods
   e. sick leave

6. Know working conditions.
   a. work week
   b. in-plant teaching
   c. teaching teams
      1) resource teacher
      2) teacher
      3) intern
      4) community
      5) in-plant specialist

7. Know purpose of Project S-U.

8. Know need for staff to work as team in relation to students, industry and community.

9. Know and apply methods and techniques of interviewing students.
   a. WRAT Test
   b. Personal Information Sheets

10. Know recruitment procedures related to student criteria.

11. Be able to identify their "LEMONS"

GROUP B

Materials and Content

Given the concept of individualized instruction; the teacher training program will be individualized.

With this in mind the teacher will be able to:

A. Existing Systems and Materials
* 1. Be apprised of:
   a. what has been published
   b. what has been ordered
   c. what is on-hand.
* 2. Familiarize himself with the above
  3. Appraise 1.b. and 1.c. above
  4. Use 1.b. and 1.c. in hands-on situation.
  5. Evaluate 1.b. and 1.c.

B. Coordination of Materials
  1. Identify needs not met by any single system
  2. Design a Programmed Instruction Package for each student by pooling resources.
  3. Suggest how gaps in B1. and B2. can be filled--by teachers and staff; singly and severally.
  4. Evaluate the above.

C. Creation of Materials
  1. Produce materials to fill voids in A and B.
  2. Evaluate produced Materials.

*accomplished well in the last four weeks.

GROUP C

The teacher will be able to:

1. Identify and write clear performance objectives.
2. Explain the necessity for programmed, individualized instruction in S-U.
3. Identify cognitive learning styles--students as well as teacher's.
4. Locate his company and classroom.
5. Identify physical facilities and assess needs of his teaching site.
6. Identify the procedure for in-plant feedback.
7. Analyze student's needs in relation to company/job requirements.
8. Define/write the specific performance objectives for the first day of class.
9. Create/design an individualized plan of instruction for his students.
10. Record accurately all necessary information relating to attendance accounting.
11. Define procedures necessary to obtain high school credit.
12. Demonstrate mechanical ability to use video tape equipment.
13. Apply the use of video tape to:
    a. classroom
    b. workshop (self-evaluation)
14. Assess student instructional needs.
15. Plan an appropriate lesson based on student instructional needs.
16. Demonstrate the ability to carry out said lesson effectively.
17. Analyze and evaluate his own performance.
18. Assimilate and internalize feedback information regarding own performance.
19. Design/specify performance objectives for a teacher-training workshop.

Appendix E

PROJECT STEP-UP

PRE-SERVICE TRAINING PROGRAM
FOR THE COMMUNITY LEARNING CENTER PERSONNEL

## OBJECTIVES AND CONTENT

Training was designed to establish a conceptual and instructional set for utilization of a community-based multi-media approach to individually prescribed instruction. During the planning phase for Pre-Service, the needs and amount of teaching experience of trainees were assessed so that training itself would be representative of an individually prescribed instructional program. For many participants, Pre-Service training was a transition between the In-Plant and Learning Center programs during which job-related instructional experiences could be correlated with an orientation to community-based methodology. For other trainees with no teaching background, Pre-Service training was their first exposure to adult education. Finally, the third group of participants had previous experience in didactic methodology so that Pre-Service became their introduction to individually prescribed instruction. The benefits accrued from training a heterogeneous staff together were two-fold: trainees used each other as resources for information-giving problem-solving, and for behavioral feedback during indentification of those cognitive and affective process phases which are described in the training design. (See Step-Up Training Model for description of process phases.) Also, it was possible to present content to the total group and to design In-Service training to meet individual needs in implementing that content.

Based on the needs of the trainee population described above, Pre-Service training content was designed to accomplish the following major objectives:

I. To identify program function and purpose.

A. Program Orientation

1. Orientation and Proposal Familiarization (Phases I and II)

2. Systems Analysis (Observation, Feedback, Analysis)

a. Step-Up as a System
b. Adult Education System

3. Learning Center and In-Plant Recruitment/Selection Process

4. In-Plant Information Flow: Student Entry/Progress/Exit

II. To identify the program structure.

A. Program Orientation

1. Orientation and Proposal Familiarization (Phases I and II)

2. Systems Analysis (Observation, Feedback, Analysis)

a. Step-Up as a System
b. Adult Education System

III. To acquire a systematic approach for collecting community information.

A. Systematic Methodologies for Collecting Community and Job-Related Curriculum

1. Organic Curriculum Workshop

2. Community Analysis Workshop

3. Community-Centered Organic Curriculum Workshop

IV. To acquire a multi-media methodology for developing organic and job-related and community-related curriculum.

A. Instructional and Curriculum Writing Methodologies

1. Curriculum Materials Evaluation: Video Production

2. Writing Programmed Materials

3. Record-Keeping

4. High School Credit

V. To become familiar with commercial programmed materials, instructional devices, and diagnostic tests.

A. Equipment and Materials Familiarization

1. Reading Workshop

2. Math Workshop

3. Videotape Applications

4. Programmed Instruction (Cooperative Development Workshop)

5. EDL's Learning 100 Program

VI. To be able to diagnose needs and prescribe instruction for individual students.

A. Diagnostic Testing

1. Diagnosis and Prescription

2. Diagnostic Reading Tests

VII. To determine procedures for documentation of student progress.

A. Instructional and Curriculum Writing Methodologies

1. Record-Keeping

VIII. To identify requirements for granting high school credits.

A. Instructional and Curriculum Writing Methodologies

1. High School Credit

IX. To acquire communications skills

A. Developing Communications Skills - Communications Workshop

X. To acquire problem-solving, decision-making, and creative-thinking skills.

XI. To integrate the Pre-Service content into a functional teaching-learning model.

Objectives X and XI were basic to all content areas. For a description of the activities within each content area, refer to the Staff Training Plans in Appendix A. A schedule of content appears on the following two pages.

REVISED
May 14, 1971

## STAFF TRAINING SCHEDULE
Pre-Service/In-Service

REVISED
Pam Brennan, Staff Trainer

| DATE AND TIME | CONTENT | CONSULTANTS | OLD TEACHERS | OLD AIDES | NEW TEACHERS | NEW AIDES |
|---|---|---|---|---|---|---|
| 5/13 - 9:00 a.m. | Proposal, Phases I and II and Program Orientation | P. Brennan | X | X | X | X |
| 5/14 - 9:00 a.m. | Diagnosis and Prescription | AM DS | X | X | X | X |
| 5/17 - 6:30-8:30 a.m. | Class Visitations | | | | X | |
| 9:00-10:30 a.m. | Feedback, Class Visitations | | | | X | |
| 10:30-12:30 | Programmed Instruction | P. Brennan | | | | |
| | *(Cooperative Development Workshop) | P. Brennan | X | | X | |
| 2:30 p.m. | Diagnostic Test | | | | X | X |
| | Reading workshop | Keltner, Cameron, McRae | | | X | X |
| 5/18 - 9:00 a.m. | Diagnostic Test | | | | X | X |
| | Math Workshop | Tierney, McRae | | | X | X |
| 1:30 p.m. | Reading and Math Materials Familiarization | Barnett, Balmer, McRae | | | X | X |
| | Materials and Equipment Familiarization | Barnett, Blamer, McRae | | | X | X |
| | Diagnosis and Prescription | P. Brennan | | | X | X |
| 5/19 - 9:00 a,m. | Teaching Machines, EDL Systems | Barnett, EDL Representatives | | | X | X |
| 1:30 p.m. | Class Visitations | | | | X | X |
| 5/20 - 9:00 a.m. | Feedback, Class Visitations, Introduction to Video | Brennan, Fountain Adorno, Pacent, McRae | | | X | X |
| 1:30 p.m. | Organic Curriculum | P. Brennan | | | X | X |
| 5/21 - 9 - 5 | Curriculum Workshop-Scriptwriting | Barnett, Fountain | X | X | X | X |



AII

STAFF TRAINING SCHEDULE - Page 2

| DATE AND TIME | CONTENT | CONSULTANTS | OLD TEACHERS | OLD AIDES | NEW TEACHERS | NEW AIDES |
|---|---|---|---|---|---|---|
| 5/24 - 9 - 5 | Communications Workshop | Dr. Robert Lee | X | X | X | X |
| 5/15 - 9 - 5 | Communications Workshop | Dr. Robert Lee | X | X | X | X |
| 5/26, 5/27, 5/28 | Community Analysis Workshop | Donoghue, Kissel | X | X | X | X |
| 6/1 - 9:00 a.m. | Video Applications | Fountain | | | | |
| 1:30 p.m. | Class Visitations, Video Applications | | | | X | X |
| 6/2 - 9:00 a.m. | Feedback on Community Analysis Field Work | Donoghue, Kissel | X | X | X | X |
| 1:30 p.m. | Record Keeping/H.S. Credit | Keltner, Hernandez | | | X | X |
| 6/3 - 9 - 5 | Community Centered Curriculum | Dr. Mel Howards | X | X | X | X |
| 6/4 - 9 - 5 | Community Centered Organic Curriculum Workshop | Dr. Mel Howards | X | X | X | X |

APPENDIX F

STUDENT SUMMARY

DIAGNOSIS AND PRESCRIPTION

STUDENT ENTRY DATE: February 11, 1971 NAME: John Doe

STUDENT EXIT DATE: LOCATION: Acme Company

INSTRUCTOR: Taney

STUDENT'S GOALS FOR STEP-UP: Pass Civil Service Examination, Utility Man I; High School Diploma

ESTIMATED DATE OF COMPLETION: July 31, 1971

SIX WEEK PROGRESS REPORT DUE: March 24, 1971

FIVE MONTH PROGRESS REPORT DUE: July 11, 1971

EVALUATION

| | | | | |
|---|---|---|---|---|
| WRAT | 2/11/71 | 2/11/71 | Spelling 3.7<br>Math 5.9<br>Reading 6.1 | |
| READING SCREENING | 2/13/71 | 2/13/71 | 18 out of 25 | |
| (U) READING PLACEMENT | 2/13/71 | 2/18/71 | 28 out of 35 | |
| SAC VI | 2/23/71 | 2/23/71 | 75% | Recommend Step 5 |
| NOONAN-SPRADLEY MATH | 2/11/71 | 2/23/71 | Skills needed 4,6,5, 19-54 | |

DIAGNOSIS: Increase reading Step 5-9: Short-long vowel discrimination, comprehension, interpretation, job-related vocabulary development. Math skills as noted plus basic algebra. Interviewing techniques.

PRESCRIPTION: Reading: Reading advancement systems materials Steps 5-9. Teacher-made cassette tapes and Dr. Spello for vowel discrimination. EDL, Learning 100 system, level DA; Student-made videotape of Utilityman tasks; Student created job description for Utilityman I in order to identify performance objectives to be accomplished.

Math: Noonan-Spradley Workbook and videotapes. Civil Service Workbook--math section. Supplemented with Individualized Math Kit as needed.

Interviewing: Group activities focusing on appearance, rapport and clarity of verbal expression. Santa Anna Unified School District, World of Work Series. SWCEL, How to Get a Job--Videotaped role playing. The Working World, General Learning Corporation. (Counseling)

STUDENT SUMMARY

DIAGNOSIS AND PRESCRIPTION

STUDENT ENTRY DATE: March 19, 1971 NAME: John Tomares

STUDENT EXIT DATE LOCATION: Step-Up

INSTRUCTOR: Brennan

STUDENT'S GOALS FOR STEP-UP: Increase math skills from 5.7 to 9.0; Reading skills from level 4 to level 7; Vocabulary and problem-solving skills related to x-ray technician job.

ESTIMATED DATE OF COMPLETION: September 1, 1971

SIX WEEK PROGRESS REPORT DUE: June 2, 1971

FIVE MONTH PROGRESS REPORT DUE: August 19, 1971

EVALUATION

| | | | |
|---|---|---|---|
| WRAT | 3/19/71 | 3/19/71 | Reading 5.0<br>Math 5.7<br>Spelling 4.3 |
| READING SCREENING | 3/21/71 | 3/21/71 | Administer Upper Placement Test |
| (U) READING PLACEMENT | 3/21/71 | 3/21/71 | Level 4 |

DIAGNOSIS: Math - 5.7 increase to 9.0; Reading - Level 4; aural discrimination - Suffixes: Problem-solving related to job medical terminology and human anatomy, as determined by instructor. Needs interpersonal relationships; further analysis of reading difficulties, including reading speed and comprehension.

PRESCRIPTION: Math: Administer the Sullivan Placement examination and place in appropriate Sullivan Book, supplemented by individual Mathematics Kit DD; also Step-Up developed Metric System problems for the Min-Max and other materials accompanied by assignment with other students focusing on problem-solving.

Problem-Solving Skills: Step-Up developed program using the Self-Development Computer to determine requirements (data, people, things) for x-ray technician. Job-related skills: General job skills as well as BRL Body Structure and Function student-made program for the Self-Development Computer.

Reading Development:

a. EDL Study Skills, EE (Science)

b. Listen and Read; Listen and Write

c. Audio-Lingual English adapted to Medical Terminology by Wiley, using selected vocabulary. (Audio Tape)

d. Analysis of Reading Level for Controlled Reader to develop speed and comprehension for college level course work.

APPENDIX G

PROJECT STEP-UP POLICY FOR ENTRY AND EXIT OF IN-PLANT STUDENTS

ENTRY

Students entering Project Step-Up, with the aid and counsel of the teachers, are to determine their own educational goals in accordance with the original Proposal:

1. Prospective students are recruited from the employed poor in entry level positions who are interested in acquiring adult basic education, consumer education, and life skills which have the potential for job upgrading.
2. The prescribed program shall be one that can be completed within a three to six month time period. The student's goals can be terminal or a prerequisite to other educational programs.
3. The prescribed program shall consider the student's desires, needs, and the results of diagnostic tests and interviews.

EXIT

During the time a student is assigned to Project Step-Up, the teacher will periodically review the student's program to phase out the student when he has reached his goal; when he can no longer profit from the program; or when he is approaching the six month maximum study period. Specifically the teacher is responsible for making the decision as to whether the

student has reached his established goals; is unable to profit further from the program; or requires referral into either another educational program or the Post In-Plant Program.

If a teacher determines that a student can reasonably attain the prescribed goals by remaining in Project Step-Up for a short period of time in excess of the six month maximum, at the end of the fifth month of enrollment the teacher will write a memorandum indicating the justification for retaining the student. This memorandum will be addressed to the Director and presented to the Instructional Operations Manager. Approval for an extension of time will be made by the Director of Project Step-Up in cooperation with the student's employer.

When a student is absent for three consecutive class meetings or notifies the teacher that he is withdrawing from the program, the teacher will make inquiries relative to the student's status. The student is reported as "Dropped" on the CAV and the student's records are turned in to the Operations Analyst, who informs the Industry/Education Coordinator. Follow-up studies are conducted by the Operations Analyst and the Industry/Education Coordinator.

## APPENDIX H

### PROJECT STEP-UP POLICY FOR DELINEATION OF DUTIES BETWEEN IN-PLANT RESOURCE INSTRUCTOR AND THE INDUSTRY/EDUCATION COORDINATOR

To preclude duplication in the duties of the In-Plant Resource Instructor as outlined on page 56 of the Project Step-Up Proposal for Phase II, and the duties of the Industry/Education Coordinator, outlined on page 39 of the same reference, the following delineation of responsibilities is hereby made a matter of policy.

1. The Industry/Education Coordinator will be responsible to coordinate the recruitment/selection process within the highest levels of management.

   Normally this will consist of establishing and maintaining liaison with the participating firms training directors or personnel managers. The Industry Coordinator, as the official representative of Project Step-Up to the participating firms, will be responsible for keeping management informed of over-all Step-Up policies and procedures. In addition, the Industry/Education Coordinator will be responsible for coordinating all matters which the Director of Project Step-Up considers to be of a sensitive nature.

2. The In-Plant Resource Instructor will be responsible for the following:

   a. Collecting of data from the participating industries to support job-related instruction.

   b. Collecting of data concerning promotion requirements.

   c. Maintaining liaison with first-line supervisors.

   d. Serving as a resource person for curriculum development in all matters pertaining to job-related instruction.

Although the above is a general statement of policy, it is understood that due to the varying conditions existent within participating organizations, it may become necessary to deviate from this policy. The In-Plant Resource Instructor will communicate to the Industry/Education Coordinator, any situation which could be better handled by the latter. Deviation from this general policy must be approved by the Director.

The contents of this policy statement become effective upon approval of the Proposal for Phase II.

APPENDIX I

PROJECT STEP-UP

AUDIO VISUAL EQUIPMENT
UTILIZED IN CLASSES

AUDIO ONLY

| | |
|---|---|
| HITACHI | Cassette Player |
| ROBERTS | Cassette Recorder |
| SONY | Cassette Recorder |
| AVID PM&E | Headset |
| AVID PM&E | J-Box, HS |
| TELEX | Headset |
| GHV | J-Box, HS |

VISUAL ONLY

| | |
|---|---|
| HUDSON | FS Viewer |
| VIEWLEX | FS Projector |
| EDL TACH-X | FS Projector |
| EDL CNTRLD RDR JR | FS Projector |
| EDL CNTRLD RDR SR | FS Projector |
| EDL PROCESSING TRAINER | Motor |
| 3M-VPD | Overhead Projector |
| EKTAGRAPHIC AF | Slide Projector |
| KNOX | Projection Screen |

AUDIO AND VISUAL

| | |
|---|---|
| SINGER-GRAFLEX AUTO VANCE STUDY MATE | Cassette Player/FS Viewer |
| EFI-KMS FLASH CARD READER | Magnetic Tape Strip Programmer/Player |
| DUKANE MICROMATIC | Programmed Phonograph/FS Projector |
| EDL AUD-X MARK-III | Programmed Cassette Player/FS Projector |
| B&H FILM-O-SOUND SPECIALIST | 16mm Motion Picture Projector |
| KALART-VICTOR DUOLITE TV | 16mm Motion Picture Projector |
| COXCO/MUNICATOR X | Cassette Programmer/Player |
| ELCO SOUND-O-MATIC I | Cassette Programmer/Player |
| EKTAGRAPHIC E | Programmed Slide Projector |

TEACHING MACHINES

SDI - SELF DEVELOPMENT COMPUTER
TMI-GROLIER - MIN/MAX III
SRA - READING ACCELERATOR V
EDL - "FLASH-X"
FIELD-CYCLO-TEACHER

## TELEVISION

| | | |
|---|---|---|
| SONY | VIDECROVER II | (AV/AVC/AC-3400) |
| SONY | AV-3600 | Videorecorder (½") |
| SONY | CVM-1100 | Receiver/Monitor (11") |
| SONY | CVM-180UA | Receiver/Monitor (18") |

APPENDIX J

PROJECT STEP-UP
ENROLLMENT AND ATTENDANCE
OCT. 12, 1970 -- SEPT. 29, 1971

| TIME PERIOD | ENROLLMENT MALE | FEMALE | TOTAL | TOTAL TEACHING HOURS | TOTAL STUDENT HOURS | CLASS DAYS IN REPORTING PERIOD |
|---|---|---|---|---|---|---|
| 10-12-70 to 11-6-70 | 110 | 43 | 153 | 188 | 1185 | 16 |
| 11-9-70 to 12-4-70 | 201 | 42 | 243 | 252 | 2170 | 14 |
| 12-7-70 to 1-1-71 | 210 | 49 | 259 | 349 | 2651 | 14 |
| 1-7-71 to 1-29-71 | 197 | 55 | 252 | 461 | 3249 | 16 |
| 2-1-71 to 2-26-71 | 188 | 51 | 239 | 400 | 2808 | 15 |
| 3-1-71 to 3-26-71 | 183 | 71 | 254 | 450 | 3091 | 16 |
| 3-29-71 to 4-23-71 | 176 | 75 | 251 | 446 | 3119 | 16 |
| 4-26-71 to 5-21-71 | 161 | 69 | 230 | 472 | 3212 | 16 |
| 5-24-71 to 6-18-71* | 156 | 77 | 233 | 395 | 2305 | 13 |
| 6-21-71 to 6-30-71* | 200 | 87 | 287 | 367 | 2043 | 8 |

| TIME PERIOD | ENROLLMENT MALE | FEMALE | TOTAL | TOTAL TEACHING HOURS | TOTAL STUDENT HOURS | CLASS DAYS IN REPORTING PERIOD |
|---|---|---|---|---|---|---|
| 7-1-71 to 7-30-71* | 209 | 117 | 326 | 855 | 6366 | 21 |
| 8-2-71 to 9-10-71* | 245 | 133 | 378 | NA | 11953 | 30 |
| 9-13-71 to 9-29-71* | --- | --- | 301 | 622 | 4414 | 13 |

* Including the

Learning Center

3175 National Avenue

APPENDIX J
(Continued)

PROJECT STEP-UP

IN-PLANT ATTENDANCE: FROM OCTOBER 1, 1971 TO MAY 19, 1972
AFTER ASSIMILATION INTO ADULT CENTERS

| CLASS | TEACHING HOURS | STUDENT HOURS | ENROLLMENT | CLASS OPENED | CLASS CLOSED |
|---|---|---|---|---|---|
| Clairemont Adult | | | | | |
| Kearny Mesa Convalescent Home | | | | | |
| Class I | 18 | 153 | 21 | 4-17-42 | |
| Class II | 24 | 159 | 18 | 4-4-72 | |
| Naval Air Station, Mirimar | | | | | |
| Class I | 109 | 1711 | 28 | 1-24-72 | |
| Class II | 102 | 1176 | 28 | 1-25-72 | |
| San Diego County, Department of Public Welfare | | | | | |
| Class I | 16 | 254 | 23 | 3-13-72 | |
| Class II | 20 | 274 | 15 | 3-14-72 | |
| Class III | 20 | 312 | 17 | 3-15-72 | |
| Hoover Adult | | | | | |
| City of San Diego, Chollas Station | | | | | |
| Class I | 57 | 1553 | 33 | 10-1-71 | 12-17-71 |
| Class II | 24 | 501 | 30 | 1-3-72 | 1-28-72 |
| Class III | 86 | 1587 | 26 | 1-31-72 | |
| Midway Adult | | | | | |
| General Dynamics, Convair, Lindbergh Field | 117 | 2113 | 16 | 10-1-71 | |
| North Shores Adult | | | | | |
| University of California at San Diego | | | | | |
| Class I | 57 | 565 | 14 | 10-1-71 | 12-17-71 |
| Class II | 175 | 1931 | 21 | 1-4-72 | |
| Southeast Adult | | | | | |
| County Welfare Homemakers | 108 | 1839 | 21 | 10-1-71 | |
| County Welfare Department | 26 | 386 | 19 | 3-16-72 | |

IN-PLANT ATTENDANCE: Continuation

| CLASS | TEACHING HOURS | STUDENT HOURS | ENROLLMENT | CLASS OPENED | CLASS CLOSED |
|---|---|---|---|---|---|
| San Diego Adult | | | | | |
| City of San Diego | | | | | |
| Operations | 114 | 1578 | 20 | 10-1-71 | |
| 20th & B | 121 | 2519 | 24 | 10-1-71 | |
| County Hospital | | | | | |
| Class I | 38 | 317 | 38 | 10-1-71 | |
| Class II | 5 | 38 | 11 | NA | NA |
| North Island | | | | | |
| Class I | 165 | 3352 | 25 | 10-1-71 | |
| Class II | 80 | 1145 | 57 | 10-1-71 | |
| Navy | | | | | |
| Class I | 118 | 1421 | 16 | 10-1-71 | |
| Class II | 57 | 305 | 10 | 10-1-71 | |
| Public Employment Program | | | | | |
| | 379 | 10,802 | 256 | Short term workshops | |

APPENDIX K

PROJECT STEP-UP

MULTI-MEDIA STUDIO PRODUCTION EQUIPMENT

PHOTOGRAPHIC

| | | |
|---|---|---|
| MAMIYA/SEKOR | 500DTL | 35mm Camera |
| OLYMPUS | TTC-FSC | Filmstrip 35mm Camera |
| OLYMPUS | Pen-F | Light Exposure Meter |
| VIVATAR | 160 | Electronic Flash Lamp |
| OLYMPUS | TTC-Pen | Photocopy Stand |

STUDIO AUDIO

| | | |
|---|---|---|
| SHURE | M-67 | Microphone Mixer |
| SONY | ECM-21 | Microphone |
| AKG | D-109 | Microphone |
| AMPEX | 414 | Loudspeaker |
| NIKKO | 501S | Multi Radio Receiver |
| SONY | TTC-66 | Reel Tape Recorder |
| GARRARD | 40-B | Record Changer |
| INFONICS | RCC-2 | Cassette Duplicator |
| FANON | ECHO | Wireless Intercom |

TELEVISION

| | | |
|---|---|---|
| GPL | Two Camera and Control Console System (1200) | |
| SONY | AV-3600 | Videorecorder (½") |
| SONY | EV-320 | Videorecorder (1") |
| SONY | CVM-920U | Receiver/Monitor (9") |
| SONY | CVM-192UA | Receiver/Monitor (19") |
| SONY | CMA-2 | Camera Adapter |
| SONY | SEG-1 | Video Mixer |

CABLE AND CONNECTORS

Video
Audio
Electrical

LAMPS

Projection
Studio

# APPENDIX L

## PROJECT STEP-UP

## HALF INCH VIDEO TAPES PRODUCED BY THE INSTRUCTIONAL DEVELOPMENT CENTER

## NOONAN-SPRADLEY

LESSONS 1 THRU 7

Skill 1: Adding two whole numbers.
Skill 2: Adding whole numbers.
Skill 3: Adding whole numbers presented in horizontal format.
Skill 4: Adding decimals.
Skill 5: Subtracting one whole number from another.
Skill 6: Subtracting one whole number from another where a single transfer is required.
Skill 7: Subtracting one whole number from another where a transfer is required from the hundreds' column, and a zero is given in the tens' column.

LESSONS 8 THRU 12

Skill 8: Subtracting one whole number from another where multiple transfers are required.
Skill 9: Multiplying a whole number by a single digit multiplier where the carrying process is required.
Skill 10: Multiplying a whole number by a two or three digit multiplier.
Skill 11: Multiplying whole numbers where zeros appear in one or both numbers.
Skill 12: Multiplying two mixed decimal numbers.

LESSONS 13 THRU 16

Skill 13: Finding quotient and remainder with single digit divisor.
Skill 14: Dividing whole numbers by two and three digit divisors.
Skill 15: Working division problems where zeros appear in the dividend.
Skill 16: Working division problems where zeros appear in the dividend and quotient.

LESSONS 17 THRU 23

Skill 17: Differentiating between the meaning of "Divided Into" and "Divided By".
Skill 18: Dividing a decimal number by a whole number.
Skill 19: Dividing one decomal number by another decimal number.
Skill 20: Dividing one whole number by another where the divisor is larger than the dividend.

Skill 21: Dividing a whole number by a decimal number.
Skill 22: Writing whole numbers as fractions.
Skill 23: Writing mixed numbers as improper fractions.

LESSONS 24 THRU 29

Skill 24: Writing improper fractions as whole or mixed numbers.
Skill 25: Expressing common fractions in higher terms.
Skill 26: Writing fractions in lowest terms.
Skill 27: Multiplying two common fractions.
Skill 28: Multiplying a common fraction and a whole number.
Skill 29: Multiplying a common fraction and a mixed number.

LESSONS 30 THRU 33

Skill 30: Dividing one common fraction by another.
Skill 31: Dividing a common fraction by a whole number and dividing a whole number by a common fraction.
Skill 32: Dividing a mixed number by a common fraction and dividing a common fraction by a mixed number.
Skill 33: Dividing one mixed number by another mixed number.

LESSONS 34 THRU 39

Skill 34: Adding common fractions with like denominators.
Skill 35: Adding common fractions with unlike denominators where the LCD equals one of the given denominators.
Skill 36: Adding fractions with unlike denominators.
Skill 37: Working subtraction problems with like denominators.
Skill 38: Working subtraction problems with unlike denominators.
Skill 39: Working subtraction problems requiring transferring.

LESSONS 40 THRU 44

Skill 40: Selecting the correct operation for "The Ratio of A to B".
Skill 41: Solving proportions which do not contain complex fractions.
Skill 42: Solving proportions which contain complex fractions.
Skill 43: Writing decimal fractions as percents.
Skill 44: Writing common fractions as decimal fractions and percents when the denominator is a factor of 100.

LESSONS 45 THRU 49

Skill 45: Writing common fractions as decimal fractions and percents when the denominators are not factors of 100.
Skill 46: Writing whole percents as decimals.
Skill 47: Writing mixed percents as decimals.
Skill 48: Writing whole percents as common fractions.
Skill 49: Writing mixed percents as common fractions.

LESSONS 50 THRU 54

Skill 50: Finding a whole percent of a number.
Skill 51: Finding a mixed percent of a number.
Skill 52: Finding what percent one number is of another number.

Skill 53: Finding a number when a percent of the number is known.

Skill 54: Writing percents less than one as decimal fractions.

TITLE

PROJECT STEP-UP/PUBLIC RELATIONS

SONY ORIENTATION
How to Operate the Sony Porta-Pack Video Tape Recorder

THE SELF DEVELOPMENT COMPUTER
How to Operate the Self Development Computer

TYPING, by Anna Adorno
Typing, Paper Release, Margin Setting

ANATOMY OF AN ACCIDENT, by P.T. & T.
How an Auto Accident Affects a Family (Effects on a Family)

ROBERT DINGMAN INTERVIEW
University Hospital - April 6, 1971

AIRCRAFT TERMINOLOGY - Clark
Part I
San Diego Aerospace Museum, San Diego
Balboa Park

CUISENAIRE RODS - Equivalent Fractions

INCOME TAX

STORE MATH
Teaching Basic Fractions in the Grocery Store

YOUR CHECKING ACCOUNT
How to Balance a Checkbook - Part I

YOUR CHECKING ACCOUNT
How to Balance a Checkbook - Part II

DRESS - DISCUSSION STARTER
Tape shows various styles of dress from Hippi to conservative. Scenes are set to music and shown without comment. Suggestion: show tape without announcing topic. Start discussion by asking what was shown and then show tape again.

INTERVIEW OF FIRST GRADUATION CEREMONY, CHANNEL 8
Linda Schmidt, Marian Charnow

FAR WEST LABORATORY - MINI COURSE 20
Introduction to Mini Course, Divergent Thinging

FAR WEST LABORATORY - MINI COURSE 20
Instructional Sequence 1, Intruduction to Divergent Thinking

FAR WEST LABORATORY - MINI COURSE 20
Instructional Sequence 2, Brainstorming

FAR WEST LABORATORY - MINI COURSE 20
Instructional Sequence 3, Techniques for Stimulating Brainstorming and Categorizing

FAR WEST LABORATORY - MINI COURSE 20
Instructional Sequence 4, Ways to Use Brainstorming

FAR WEST LABORATORY - MINI COURSE 20
Instructional Sequence 5, Evaluating Problem Solutions

STEP-UP PARAPROFESSIONALS
Interviewing Techniques

BASIC TYPING - TAPE I, by E. Cameron
Lesson 1 Thru 2½

BASIC TYPING - TAPE 2, by E. Cameron
Lesson 2½ Thru 10
PROJECT STEP-UP
Impact
NATIONAL ADVISORY MEETING
May 7, 1971
RECRUITMENT TAPE
Public Relations Tape
NARCOTICS PREVENTING EDUCATION CENTER
Opening by Executive Director, Mr. Rosen, June 1, 1971
SAN YSIDRO MARCH, STEP-UP COMMUNITY DOCUMENTARY
Farm Workers' Strike
ESL STAFF
Five Minute Orientation to Learning Center in Spanish
HOW TO USE TROUBLE SHOOTER ENGLISH SKILLS
Five Minute - Teacher Training
HOW TO OPERATE THE READING ACCELERATOR
Five Minute - Teacher Training
JOB INTERVIEWING
HRD - Mini Course
INTRODUCTION TO THE CONSUMER AFFAIRS OFFICE OF THE URBAN LEAGUE
(Ten Minute Skit on Family With a Consumer Problem)
TEACHER ORIENTATION TO CHANNEL 8 TV CLASSROOM
PRODUCTION TIPS
Sony 3400
EDL SOFTWARE
Controlled Reader - Teacher Training
SOFTWARE FOR THE SELF-DEVELOPMENT COMPUTER
Teacher Training
SUCCESS IN MATHEMATICS
Teacher Training
ESL PROBLEM SOLVING SESSION
Staff Reassignments
MODERN CONSUMER EDUCATION
Teacher Training
PROGRAMMED BUSINESS MATHEMATICS
Teacher Training - Five Minutes
SRA COMPUTATIONAL SKILLS DEVELOPMENT KIT
Teacher Training - Five Minutes
AUTOMOTIVE REPAIR TOOLS
Terminology - Twenty Minutes
ESL METHODS, A. Keltner
Tape I
BE INFORMED SERIES
Consumer Education, Teacher Training - Ten Minutes
MANANA IS TODAY
Twenty-five Minutes
I AM JOAQUIN
G.E.D. PREPARATION SERIES
Teacher Training - Five Minutes
OUR BLACK AMERICA SERIES
In Search of the Past, Parts 1 and 2, Fifty-three Minutes

POLICE AMBULANCE SERVICE, COMMUNITY DOCUMENTARY
Ten Minutes
PROJECT TALENT SEARCH
Tape One of Two #87A; Tape Two of Two #87B
HOW TO USE THE FLASH DIAL
Teacher Training - Five Minutes
STUDY SKILLS LIBRARY KIT
Teacher Training - Five Minutes
THIS THEY DIG
Film Dub About Education for Dropouts
SAN DIEGO COUNTY PUBLIC HEALTH SERVICES
PROJECT STEP-UP
Automotive Tune-Up
LEARNING CENTER PUBLIC RELATIONS TAPE
Two copies, labeled Copy 1 and Copy 2
CONTROLLED READER
Student and Teacher Presentation on the Controlled Reader Program - Approximately 50 Minutes. Tape One of Two #94A, Tape Two of Two #94B
MODEL CRIMINAL TRIAL
Tape One of Three #95A, Tape Two of Three #95B, Tape Three of Three #95C
HOW TO OPERATE A THERMO-FAX
Transparencies, Dittos or Originals - Teacher Training
HOW TO OPERATE A 16MM PROJECTOR
Teacher Training
ESL - EXAMPLES OF PRACTICE IN THE COMMUNITY
Brennan
GHETTO BOWL FESTIVAL AND FOOTBALL GAME, COMMUNITY DOCUMENTARY
H-10
WHAT YOU SHOULD DO TO INTERVIEW
HOW TO FILL OUT AN APPLICATION FORM
Tape One of Two #105A, Tape Two of Two #105B
HOW TO DO YOUR OWN RESUME
CLASS ANALYSIS, Stewart
NARCOTICS PREVENTION
WELFARE RIGHTS
One and Two
BUS TRANSPORTATION
PARAPROFESSIONAL TECHNIQUES
INTERVIEWING TECHNIQUES
MEL HOWARD'S TEACHER TRAINING
One, Two, Three, Four, Five, Six, Seven
SKILLS CENTER VOCATIONAL OPPORTUNITIES
COMMUNITY COLLEGE VOCATIONAL OPPORTUNITIES
USED CAR PURCHASING, ESL
STEWART-ROLE PLAYING EXAMPLES
STUDENT FEEDBACK SESSIONS
COMMUNITY PUBLIC HEALTH
CANCER SOCIETY PRESENTATION
TEEN CHALLENGE SERVICES
HUMAN RESOURCES DEVELOPMENT SERVICES

LOS ANGELES CENTRAL ADULT TECHNIQUES
SIX SERIES KFMB-TV CLASSROOM
For Community Use
COMMUNITY CRISIS CENTER
HOME MAINTENANCE
One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven and Twelve
TWENTIETH CENTURY HISTORY
One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, and Eleven
RETIREMENT AND COMMUNITY SERVICES FOR THE AGED
One, Two, Three, Four, Five, Six, Seven and Eight

APPENDIX M

LESSON PLAN FOR STEVEDORES AND WAREHOUSEMEN

1. Pam Brennan, teacher, Navy Supply Class

2. Job-related audio-tape

3. Objective: Given an audio-tape of a list of job-related words, student will demonstrate recognition of beginning and final consonant sounds.

4. Evaluation procedures: Ninety per cent accuracy of consonant recognition from a list of twenty words will be satisfactory.

5. Description:

   A. Techniques

      I. Student listens to word.

      II. Student writes the beginning or end consonant that he hears.

      III. Student grades test using key provided.

   B. Materials

      I. Audio-tape

      II. Answer sheet

      III. Answer key

   C. Equipment

      I. Robert's player-recorder

      II. Earphone

## SCRIPT FOR AUDIO-TAPE

### BEGINNING CONSONANT SOUND RECOGNITION

Listen to the following words and write the beginning letter that you hear in each word.

1. material
2. rigger
3. pier
4. load
5. highlift
6. warehouse
7. gear
8. pallet
9. offload
10. equipment

### END CONSONANT SOUND RECOGNITION

Listen and write the last letter that you hear in each word.

1. cargo
2. ship
3. hold
4. lashing
5. amount
6. gear
7. vessel
8. machinery
9. foreman
10. container

APPENDIX N

PROJECT STEP-UP

REQUEST FOR CURRICULUM MATERIALS

DATE: Feb. 9, 1971

TITLE: Volume I English Language and Literacy from Wisconsin Series in ABE for Spanish-Speaking

AUTHOR: None listed

PUBLISHER: University of Wisconsin Extension

PRICE: $5.00

ORDER NUMBER: 07-061-8747

REASON FOR REQUEST: Recommended by Dennis R. Preston Ohio State University specialist in teaching of English to adults, at TESOL convention.

Req. # 14581

SIGNATURE: A. Keltner

APPENDIX O

STEP-UP TEACHER SURVEY

RANK ORDER OF SOFTWARE
TEACHERS FOUND MOST USEFUL

**READING**

| Rank | Material |
|---|---|
| 1 | Thelma G. Thurston. Reading for Understanding. Science Research Associates, Inc. Chicago, Illinois. 1963. |
| 1 | Catherine E. White. EDL Controlled Reading Study Guide. McGraw-Hill. Huntington, New York. 1966. |
| 3 | Reading Advancement System Developed by Project Step-Up Staff. Includes SRA, Job Corp and Grolier materials. 1970. |
| 4 | Byron E. Chapman, et. al. Mott Basic Language Skills Program. Allied Educational Council. Galien, Michigan. 1970. |
| 5 | Dimensions We Are Black Book. Science Research Associates, Inc. Chicago, Illinois. 1969. |
| 6 | William Kattmeyer and Kay Ware. The Magic World of Dr. Spello. McGraw-Hill, Inc. Huntington, New York. 1963. |
| 7 | Dimensions in Reading: Manpower and Natural Resources. Science Research Associates. Chicago, Illinois. 1966. |
| 7 | Operation Alphabet. Noble and Noble Publishers, Inc. 1967. |

**MATH**

| Rank | Material |
|---|---|
| 1 | Barry Noonan and Thomas S. Spradley. Noonan-Spradley Diagnostic Program of Computational Skills. Allied Educational Council. Galien, Michigan. 1970. |
| 2 | Majorie D. Sullivan. Programmed Math. Books 1-14. Webster Division, McGraw-Hill. Huntington, New York. 1968. |

MATH

| Rank | Material |
|---|---|
| 3 | Henry A. Bamman. Cyclo Teacher Learning Aid. Field Educational Publications, Inc. 1968. |
| 3 | Jules Burstein, M.A. General Mathematical Ability Preparation for the High School Equivalency Exam. Cowles Book Company, Inc. New York. 1971. |
| 3 | Harry Huffman, Ed.D. and B. June Schmidt, M.S. Programmed Business Mathematics. Gregg Division, McGraw-Hill Book Company. Huntington, New York. 1968. |
| 3 | Individualized Mathematics. L. W. Singer Co. Inc. A Sub of Random House. Menlo Park, California. 1969. |
| 3 | Practical Problems in Mathematics Machine Trade. Delmar Publishers, Inc. Albany, New York. |
| 3 | Murray Rockowitz, Samuel C. Brounstein, Max Peters and Maurice Bleifeld. Barron's how to Prepare for the High School Equivalency Exam. Barron's Educational Series, Inc. Woodbury, New York. 1966. |

LIFE SKILLS

| Rank | Material |
|---|---|
| 1 | Thiokol. Human Relations Kit. McGraw-Hill. Huntington, New York. 1970. |
| 2 | Educational Design, Inc. Modern Consumer Education. Grolier Education Corporation. New York. 1970. |
| 3 | Communications Exercises. Developed by University of California Center for the Study of Persons Consultants. 1971. |
| 3 | 10 Interaction Exercises for the Classroom. NTL Institute for Applied Behavioral Science. Washington, D. C. 1970. |
| 3 | Job Applications. Teacher developed. |
| 3 | Mary Elizabeth Milliken. Understanding Human Behavior. Delmar Publishers. Albany, New York. 1969. |
| 3 | Training and Development Handbook. American Society for Training and Development. McGraw-Hill. Huntington, New York. 1967. |

APPENDIX P -- STEP-UP

RANK ORDER OF INSTRUCTIONAL HARDWARE
TEACHERS FOUND MOST USEFUL

READING

| Rank | Audio-Visual Device |
|---|---|
| 1 | Controlled Reader. Educational Development Laboratory. McGraw-Hill. Huntington, New York. |
| 2 | Cyclo Reader. World Book Encyclopedia. |
| 3 | Aud X Reading Machine. Educational Development Laboratory. McGraw-Hill. Huntington, New York. |
| 3 | Filmstrip Viewer Model 331-2. Hudson Photographic Industries, Inc. New York. |
| 3 | Tach-X. Educational Development Laboratory. McGraw-Hill. Huntington, New York. |
| 6 | Min/Max Teaching Machine. Grolier. New York. |
| 6 | Audio Flash Card Reader. Electronics Futures, Inc. North Haven, Connecticutt. |
| 8 | Self Development Computer. Self Development, Inc. San Jose, California. |

MATH

| Rank | Audio-Visual Device |
|---|---|
| 1 | Min/Max Teaching Machine. Grolier. New York. |
| 2 | Noonan-Spradley Video Tapes. Produced by Project Step-Up. |
| 3 | Quisencuisenaire Rods. Quisencuisenaire Company of America. New Rochelle, New York. |
| 3 | Flash Dial. Plumly Manufacturing Company. Forth Worth, Texas. |
| 3 | Cyclo Teacher. The World Book Encyclopedia. |

MATH

| Rank | Audio-Visual Device |
|---|---|
| 3 | S.R.A. Computational Skills Kit. Science Research Associates. Chicago, Illinois. |
| 7 | Tape Recorder. Roberts Model 80. Rheem Manufactures. Los Angeles, California. |
| 7 | Audio Flash Card Reader. Electronic Futures, Inc. North Haven, Connecticutt. |

PROJECT STEP•UP

SAN DIEGO COMMUNITY COLLEGES • ADULT DIVISION
3165 PACIFIC HIGHWAY • PHONE (714) 297-2993 • SAN DIEGO, CALIFORNIA 92101

March 11, 1971

The purpose of this agreement between the Human Resources Department Service Center and San Diego Community Colleges is to delineate the respective responsibilities of these agencies in regards to a cooperative effort to provide prescribed educational services for prospective employees who are registered clientele of the Department of Human Resources.

1. The Department of Human Resources after proper counseling will refer a mutually agreed upon number of prospective students to the Project Step-Up Learning Center.

2. Project Step-Up staff will screen the referrals to insure that prospective students meet the criterion for Project Step-Up participants.

3. Project Step-Up through its Learning Center facility will provide diagnostic and prescribed educational services for students accepted into the program and after reaching student goals will refer participants back to the Department of Human Resources for further counseling and placement.

4. Specific procedures for implementing the cooperative program will be developed jointly by Project Step-Up and the San Diego Service Center of HRD and coordinated through the efforts of the Manager of the Service Center and the Director of Project Step-Up.

_____ _____
Title

_____ _____
Title

APPENDIX R

PROJECT STEP-UP ENROLLMENT AND ATTENDANCE

JUNE 7, 1971 - June 30, 1972

| MONTH | ENROLLMENT | STUDENT HOURS | SCHOOL DAYS | STUDENT HOURS/ SCHOOL DAYS |
|---|---|---|---|---|
| June 7 - 30, 1971 | 63 | 864 | 18 | 48 |
| July | 113 | 3211 | 21 | 153 |
| August-September | 230 | 7686 | 42 | 183 |
| October | 205 | 3779 | 20 | 188 |
| November | 257 | 5025 | 20 | 251 |
| December | 261 | 5467 | 21 | 260 |
| January | 278 | 5459 | 21 | 260 |
| February | 152 | 4175 | 21 | 199 |
| March | 218 | 5292 | 23 | 230 |
| April | 318 | 5263 | 20 | 263 |
| May | 320 | 5652 | 22 | 257 |
| June | 398 | 5861 | 22 | 266 |

STATE OF CALIFORNIA—HUMAN RELATIONS AGENCY RONALD REAGAN, Governc

DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT
SAN DIEGO SERVICE CENTER
4235 National Avenue, San Diego, CA 92113

REFER TO:
November 3, 1971

Mr. Rodger Betts, Regional Director
Executive Office of the President
Office of Economic Opportunity
Western Regional Office, Region IX
100 McAllister Street
San Francisco, California 94102

Dear Mr. Betts:

I'm writing you in reference to one of your projects based here in San Diego, California, Project Step-Up, located at 3175 National Avenue, San Diego. Step-Up has done a very outstanding job with my clients who have attended and have been most pleased with themselves educationally.

Mr. Betts, even though this is a pilot program operating now, I sincerely hope that emphasis on refunding will be focused on this project. If my "prize" client could write you and express his feelings on his new accomplishment in this "second time at bat" (learning and teaching concept) he would certainly be able to give you a beautiful testimonial.

May I please just give you an example of this outstanding person. He is a Mexican-American, 23 years of age, married six years, has four children and had not received any formal education in Spanish or English. Mr. Betts, so many times we take little things in life for granted such as being able to write our names and knowing the letters in our name without hesitation. It was a beautiful and rewarding experience for me the day Mr. "X" walked into my office to show me he knew the first five (5) letters in the alphabet with tears in his eyes and say, "Now, Mrs. Blevins, me not so dumb, and pretty soon I'll be a whole man and I'll know all those letters." We have many Mr. and Mrs. "X's" wanting to be complete people and be able to tell others then can read those letters.

I hope this will be a continued program and an extended program so that those who were less fortunate than you and I will get another chance at bat, and not let this be like another traditionaly holiday in America like Halloween when children scream "Trick or Treat". Let's not continue tricking but treat and <u>treat</u> with all the dignity and maturity that we possess so in years to come we will be able to see our rewards where these Mr. and Mrs. "X's" will be better prepared to help their little "X's" to succeed in life.

Thanking you in advance,

Juande R. Blevins

(MRS.) JUANDE R. BLEVINS
JOB AGENT

JRB:mo
cc: Project Step-Up
Mr. Frank Carlucci

P.S. If you are ever in this area, do call me.

APPENDIX T

EXPENDITURES FOR STEP-UP TWO YEAR PERIOD

JULY 1, 1970 to JUNE 30, 1972

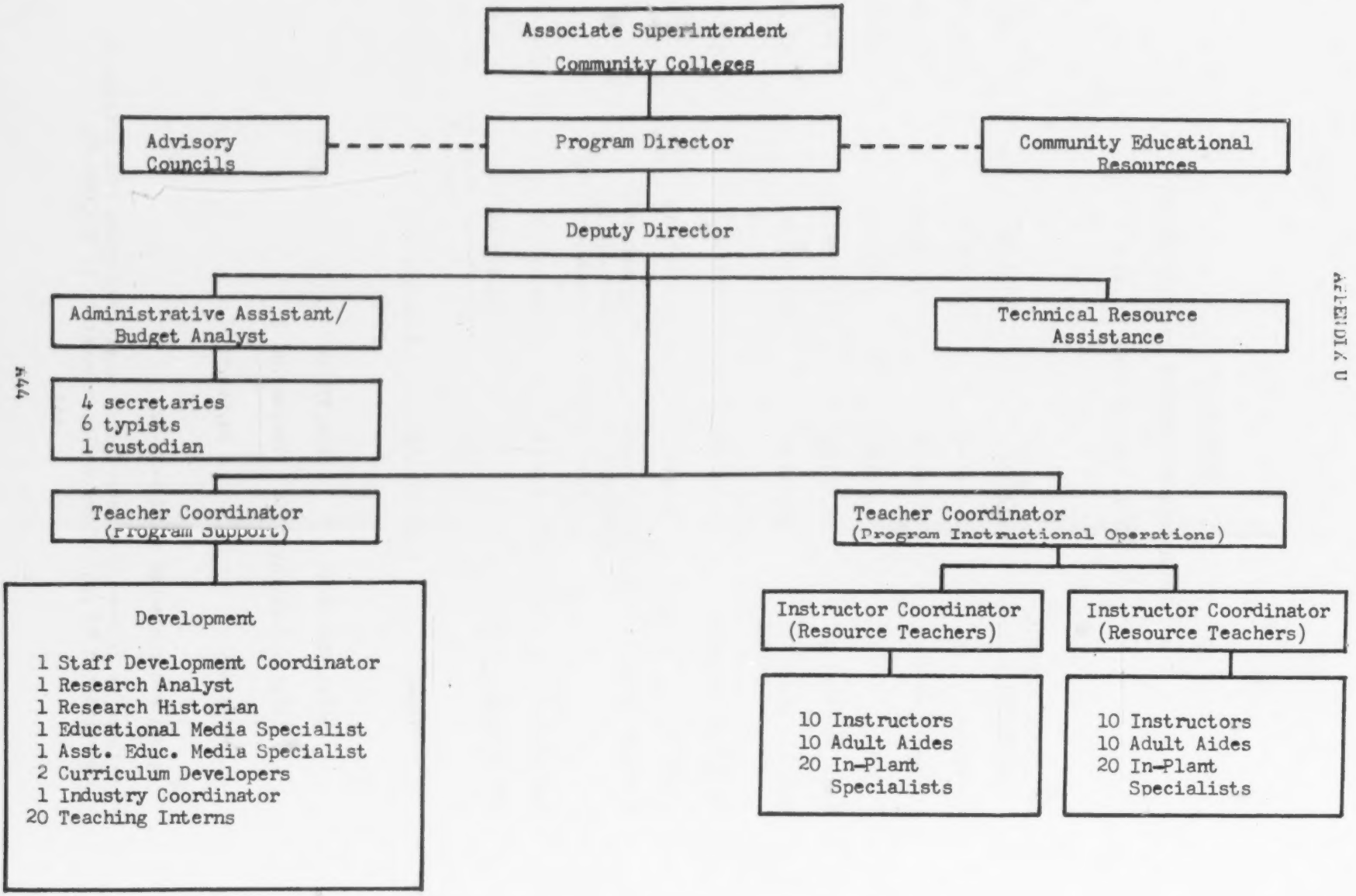
| OFFICE OF ECONOMIC OPPORTUNITY | 1970-71 | 1971-72* | TOTAL |
|---|---|---|---|
| Personnel | 358,472.00 | 219,528.00 | 578,000.00 |
| Contract Services | 2,645.00 | 7,919.00 | 10,564.00 |
| Travel | 10,274.00 | 3,013.00 | 13,287.00 |
| Space and Rental | 16,783.00 | 13,195.00 | 29,978.00 |
| Supplies and Equipment Rental | 35,840.00 | 27,396.00 | 63,236.00 |
| Permanent Equipment | 71,952.00 | 13,741.00 | 85,693.00 |
| Other | 9,012.00 | 695.00 | 9,707.00 |
| Employee Benefits | ($25,000.00±) (Included in Personnel Costs) | ($22,000.00±) (Included in Personnel Costs) | ---(In Personnel Costs Above) |
| Non Federal | 122,023.00 | 164,165.00 | 286,188.00 |
| SDCC District (est.) | ---- | 75,873.00(No accurate record) | 75,873.00 |
| TOTAL | $ 627,001.00 | $ 525,525.00 | $1,152,526.00 |

| | |
|---|---|
| TOTAL OEO GRANT | 814,375.00 |
| TOTAL OEO EXPENDITURES | 790,465.00 |
| BALANCE | $ 23,910.00** |

* Actual and projected as of 5-19-72.

** Balance is greater than anticipated due to reduction from originally appropriated $39,557.00 for employee benefits to $22,000.00.

ORIGINAL ORGANIZATIONAL CHART - STEP-UP




444

ATTACHMENT A

APPENDIX V

PROJECT STEP-UP

Alphabetical List of Staff

Acitelli, Anna, Deputy Director

Adorno, Anna, Teacher

Allen, Alyce, Secretary

Allen, Sandra, Instructional Aide

Alvarez, Anna Maria, Instructional Aide

Ambroe, Robert, Instructional Aide

Archuleta, Irma, Instructional Aide

Atwood, Marilyn, Secretary

Ayer, Joanne, Secretary

Bach, David L., Art Assistant

Balmer, Harriet, Teacher

Barnett, Dorothy, Curriculum Coordinator

Billings, Steve, Program Support Manager

Blankenburg, Dr. Richard M., Director

Boyd, Mary, Instructional Aide

Brennan, Pam, Staff Trainer

Cameron, Earnestine, Teacher

Canale, Virginia, Clerk

Chavez, Roberto, Instructional Aide

Coleman, Gentry, Clerk

Contreras, Ernesto, Instructional Aide

Denmon, Evelyn, Instructional Aide

Edwards, Jasin W., Historian

Elliott, Julie, Teacher

Escalante, Gloria, Clerk

Estremera, Dolores, Instructional Aide

Fasano, Gilda M., Teacher

Fountain, Dave, Media Specialist

Gentile, Lance, Teacher

Goycochea, Allan, Industrial Coordinator

Griswold, Dale, Instructional Aide

Gutierrez, Macario, Instructional Aide

Hayes, Juanita, Teacher

Hernandez, Dora, Instructional Aide

Hernandez, Enrique, Advisor

Hevia, Ernesto, Teacher

Hight, Jackie, Research Analyst

Ignont, Annie Rose, Instructional Aide

Jimmerson, Mary Alice, Teacher

Kaack, Coralia, Clerk

Kelly, De Lois, Teacher

Kelly, Sidney M., Jr., Art Assistant

Keltner, Autumn, In-Plant Program Manager

Kenter, Alicia, Teacher

Kosaftis, Irene, Art Assistant

Lane, Joann M., Administrative Assistant

Layton, Rebecca Sue, Instructional Aide

Leenknecht, Frank E., Technician

Lopez, Abraham, Instructional Aide

Lowman, James, Instructional Aide

McCutchin, Marie, Instructional Aide

McNeely, Patricia, Teacher

McPheeters, George, Custodian

McRae, Diedre, Learning Center Coordinator

PRJECT STEP-UP

Alphabetical List of Staff (cont.)

Mitchell, Anthony, Instructional Aide

Mitchell, Evelyn, Instructional Aide

Nash, Brenda, Instructional Aide

Newsome, Zenobia, Instructional Aide

Neilsen, Terryann, Instructional Aide

Nugent, William, Instructional Aide

Owens, Beverly D., Clerk

Pacent, Vince, Teacher

Patino, Doug, Teacher

Peraza, Yolanda, Clerk

Porter, Milly, Instructional Aide

Prosser, Carolyn, Teacher

Reynolds, Merila Instructional Aide

Rifle, Marijo, Teacher's Aide

Rivera, Joel, Teacher

Rodgers, Richey, Instructional Aide

Rosengrant, Warren, Teacher

Safdie, Rose Ann, Instructional Aide

Sandoval, Guadalupe, Instructional Aide

Schienle, Donald, Teacher

Sherman, Hildreth, Administrative Assistant

Singleton, Frederica, Instructional Aide

Soltesz, Martha, Teacher

Spaeth, Donald, Teacher

Spikes, Ina L., Teacher

Stewart, Rebecca, Secretary

Stewart, Robert, Teacher

Stokesberry, Robert, Teacher

Stringer, Jeff, Teacher

Swett, Robert E., Industrial Coordinato

Terry, Margaret, Clerk

Thompkins, Ruth, Instructional Aide

Tierney, John, Teacher

Tillory, Mary, Instructional Aide

Torano, Patricia, Clerk

Villasante, Marco, Teacher

Villanueva, Miguel, Teacher

Waer, Deborah, Clerk

Werner, Cordella, Clerk

Weyrich, Fred F., Staff Trainer

Wilson, Emma, Instructional Aide

Youngblood, Antonio, Instructional Aide



ERIC Clearinghouse
AUG 14 1972
on Adult Education